

**THE INFLUENCE OF USING FINGER PUPPET TOWARDS  
STUDENTS' SPEAKING SKILL AT THE FIRST SEMESTER OF THE  
SEVENTH GRADE OF SMPN 1 KATIBUNG SOUTH LAMPUNG IN  
2017/2018 ACADEMIC YEAR**



**A Thesis**

Submitted as a Partial Fulfillment of  
the Requirement for S1-Degree

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2017**

## ABSTRACT

### **THE INFLUENCE OF USING FINGER PUPPET TOWARDS STUDENTS' SPEAKING SKILL AT THE FIRST SEMESTER OF THE SEVENTH GRADE OF SMPN 1 KATIBUNG SOUTH LAMPUNG IN 2017/2018 ACADEMIC YEAR**

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Speaking is one of important skills in English. Based on the preliminary research, most of students' speaking score got under criteria 151 (70.9%) and only 46 (29.1%) students' got score above criteria. So, it can be said that students' speaking score is low. The objective of this research is to know whether there is a significant influence of using Finger Puppet toward students' speaking skill at the first semester of the seventh grade of SMPN 1 Katibung south lampung in 2017/2018 academic year. One of the goals of the learning English as a foreign language is to enable the students' to communicate in spoken language. However, most of students still find difficulties in speaking, especially in expressing their idea. One of the media that can be used to teach speaking is Finger Puppet.

The research methodology of this research was quasi experimental research with pre-test and post-test design by using experimental class and control class. In the experimental class, the writer used Finger Puppet, whereas in control class the writer used dialogue memorization. The samples of this research were 2 classes consisting of 64 students'. In taking the sample, the writer used cluster random sampling technique. In collecting the data, the writer used test. The instrument of this research was an oral test. The writer used the pre-test and post-test.

After doing testing the hypothesis, the results was that there is a significant influence of using Finger Puppet towards students' speaking skill at the first semester of the seventh grade of SMPN 1 Katibung in 2017/2018 academic year. From the data analysis computed by using SPSS, it was obtained that  $Sig = 0.00$  and  $\alpha = 0.05$ . It means  $H_a$  is accepted because  $Sig < \alpha = 0.05$ . Therefore, there is a significant influence of using Finger Puppet towards students' speaking skill at the first semester of the seventh grade of SMPN 1 Katibung in 2017/2018 academic year.

**Key Words:** *Speaking Skill, Finger Puppet, Experimental Design*





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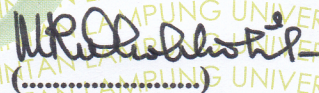
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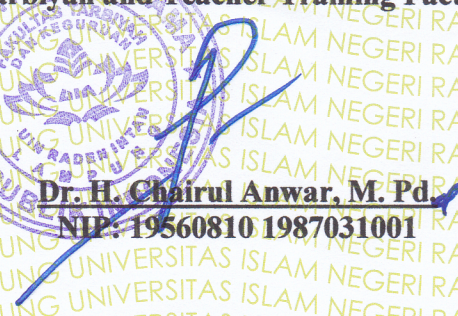
  
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I hereby this thesis is definitely my own words. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, September 2017  
The Researcher,

**Kiki Lafenia Irawan**

## DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Agung Irawan and Mrs. Nawiyah, who always prayer and supported for my success and advice me all the time. They are my hero, thanks for all generosity, finance, and encouragment, and also thanks for your love, trust, everlasting praying. Allah bless you mom and dad.
2. My beloved brothers and sister (Dewi Kamelia Irawan and M. Bagus arya Tullah), I do love you all thanks for your kindness, support, and togetherness.
3. My best friends D' Bebels (Anil, Rahma, Rona, Nina, Desri, Tuti, Devi, Eka, Luthfi) Thanks for your togetherness, thank you always beside me in anything situation and don't leave me what ever the reason, keep like that and I proud to call you my best friends.
4. My friends class C English Education, thank you always cheer her up sincerely.
5. My soulmate (Supinah and Beatrik Okta Dwita) thanks for togetherness and care. Who always prayer and support me.
5. My friends PPL, KKN. Thanks for all
6. My almamater UIN Raden Intan Lampung which has contributed a lot of for may development.

## MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا ﴿٧٠﴾

“Oh you who believe! Fear Allah, and always say a word directed to the right.”<sup>1</sup>  
(Al-Ahzab:70)



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<sup>1</sup>Ahmad Fauzan, available at: [mtafm.com/v1/archives/3678](http://mtafm.com/v1/archives/3678), accessed on october 7<sup>th</sup> 2017

## **CURRICULUM VITAE**

The name of the writer is Kiki Lafenia Irawan. She was born in Sukatinggion 24<sup>th</sup> june 1995. She is the eldest of three children of Mr. Agung Irawan and Mrs. Nawiyah. She has one brother and one sister. The name of her brother is M. Bagus Arya Tullahand the name of her sister is Dewi Kamelia Irawan.

The writer began her formal school in SD N 1Katibung in 2001 and graduated in 2007 after finishing her study at elementary school, she continued her study in SMPN 1 Katibungand graduated in 2010. After that, she continued her study to MA Ma'arif Katibung and graduated in 2013.Next, in the same year she continued her study toUINRadenIntan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty 2013.

During studying of UINRadenIntan Lampung, the writer followed one organization is Bapinda. It is one of religion organization in UIN Raden Intan Lampung.



## ACKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Finger Puppet Towards Students’ Speaking Skill at the First Semester of the Seventh Grade of SMPN 1 Katibung South Lampung in 2017/2018 Academic Year” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, the islamic university (UIN) of Raden Intan Lampung. When finishing this thesis, the writer has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

1. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, IAIN Raden Intan Lampung with his personnel, who has given an opportunity and forbearance to the researcher when on going the study until the accomplishment of this thesis.
2. Meisuri, M.Pd, the chairman of English Education Study Program of UIN Raden Intan Lampung.
3. Dr. Muhammad Muhassin, M. Hum, the advisor for giving guidance and helping to finish this thesis.

4. Fithrah Auliya Ansar, M. Hum, the co-advisor for her patience and spent countless hours to correct this thesis for its betterment.
5. All lecturers of English Department in UIN Raden Intan Lampung who have taught the writer since the first of her study.
6. The headmaster, the teachers and the students of the Seventh grade of SMPN 1 Katibung for allowing carrying out the research in their institution and for giving the contribution while she was conducting the research there.
7. Beloved friends D' Bebels who always give contribution to accomplish this thesis.
8. My best friends in boarding house, (Beatrik, Mb Unin, Novi, Yuni, Heza, Resa). All her best friends English Education 2013 batch, especially students of class C who always cheer her up sincerely.

Finally, the writer is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the writer sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, August 2017

The researcher

Kiki Lafenia Irawan  
NPM. 1311040126

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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

English has become the primary language of communication. It is spoken by millions of people all over the world. English has become the dominant language in many field of activity such as industry, military, business, tourism, transportation, sport, international relation, education etc.

In Indonesia, English is adopted as the foreign language. It involves into education curriculum that every school runs. It becomes a local content in elementary school a compulsory subject in junior and senior high School and a complementary subject of the higher education institution. This is because of the situation we are facing now; globalization era, which is very competitive. In learning English language, learners need to master four language skills. Those are listening, speaking, reading and writing. Harmer stated language is one of the many languages in the world battling it out for position.<sup>1</sup> On QS: 58: 11 Allah SWT said that:

يَرْفَعُ اللَّهُ الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ..

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<sup>1</sup>Jeremy Harmer. *The Practice of English Language*,(new York: Longman 1989), p. 4

“Allah will raise those who have believed among you and those who were given knowledge.”(QS.Al-Mujadalah:11). It means that language is a science and God promise to anyone who has knowledge will be in elevated its degree.

Speaking skill becomes very important in education field since students need to be exercised and trained in order to have a good speaking. Speaking is one of the English skills among four skills. They are Listening, Speaking, Reading and Writing. According to pollard, Speaking is one of the most difficult aspects for students to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with.<sup>2</sup> Based on the statement above the researcher assumes that there are criteria that should be mastered and they cannot be separated from one to another. It means that is useless to master so much vocabularies and grammar if they cannot use them in communicating and interacting with others.

Speaking is a process of communication between at least two people to express their idea, especially for students in Junior High School. Usually the teacher in the School rarely gives exercises which require the students to perform speaking activity in front of class.

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<sup>2</sup>Lucy Pollard, *Teaching English*, London: Lucy Pollard Copyright, 2008, P. 33

In speaking class, the students of junior high school learn how to pronounce the words in English, learn how to describe person, place, thing, to introduce themselves fluently and make a dialog about the expression of like or dislike etc. Ideally the students at the seventh grade can introduce themselves in English they can describe something and use English when they speak with their friends. In fact, there are many students at the seventh grade cannot introduce themselves, describe something and speak with their friends in English.

In Indonesia, SMP (junior high school) in English: Junior High School is a basic formal education in Indonesia after primary school (or equivalent). Junior high school reached within three years, ranging from grade 7 to grade 9.<sup>3</sup>

Based on the writer preliminary research which was conducted at *SMPN 1 Katibung* on January 4<sup>th</sup>, 2017, the writer did two steps, they were documentation and interview. On the documentation, the writer took the data students' speaking score from the English teacher. Moreover, on the interview, the writer interviewed the English teacher and some of seventh grade students.

From the documentation, it was found that the most of students lack in the English learning especially speaking. It indicates that the students of the seventh grade of SMPN 1 Katibung had some difficulties in English learning especially for speaking.

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<sup>3</sup> Available at Annisasw.blogspot.co.id, accessed on January 23th , 2017

There were many aspects that cause their difficulties such as shyness, nervousness, feeling afraid of making mistake, and not knowing the way how to pronounce certain words. Those are potential problems that can hinder the students to speak.

Based on the data above, the total number of students at seventh grade of SMPN 1 Katibung was 197 students and it was divided into six classes. It can be seen that speaking score in SMPN 1 Katibung. (See Appendix 6). Based on the Brown, for speaking skill there are at least are five criteria to assess speaking skill: pronunciation, fluency, grammar, vocabulary and comprehension. He said that speaking score of students is poor if the students get 45-65 (See Appendix). Based on the data obtained by speaking test from the students of the seventh grade at SMPN 1 Katibung, as from 197 students of VII grade only 46 (29.1%) students got score above criteria and 151 (70.9%) students got under criteria. So, it can be said that students speaking ability in SMPN 1 Katibung is still low, because the students have little practice in speaking and they feel bored to study English. Based on the criteria above the writer concluded that only few a students can reach the excellent score and the most of them still low.

The result of interview with the English teacher at SMPN 1 Katibung, namely Nurmalasari, she said that between the four skill there are listening, speaking, writing and reading students' have problems in learning speaking skill, there were several problems involved in getting students to talk in the classroom such as they were unable to relax and expressed their feeling naturally.



The factors caused this situation because when they asked to perform the students were worried about making mistake, fearful of criticism or simply shy in getting attention of their speech because of their friend will laugh at them every time they try to speak English. They got difficulties in using English when the teacher asked them to speak up in front of the class and they lack to competence their vocabulary.

Based on the interview with some students, they are afraid to make mistake, did not have rich vocabulary, felt nervous and bored because the teacher did not apply attractive technique in teaching English. On the other hand, in teaching speaking the use of interesting technique was rarely used because the teacher used technique based on the guide book and usually used dialogue memorization where the students' activities in the classroom only read the dialogue given by the teacher, wrote its meaning, memorized it and then practiced it in front of the class with their friend. That is way the writer conclude that one of the factors that caused it was the use of monotonous technique in teaching speaking.

Teaching English using media is useful to support English teaching process in the classroom because it can help teacher to convey lesson clearly and more easily understand by student. In this working through, the study is focused on teaching speaking for elementary school especially seventh grade. One of the ways to make interesting learning is using media, the name is finger puppet.

By using “finger puppet “media for teaching in speaking, it will contribute in involving their interest and motivation in learning speaking. Based on Oxford Dictionary puppet is a doll with a head of a person or animal and a cloth body; it can be manipulated with the fingers. The definition of puppet “ puppet is a small figure of a person or animal that can be made to move.<sup>4</sup>

Based on the definitions of puppet above, the writer conclude that puppet is a small figure of object such as animals, person, or fantasy things that is interesting, colorful and can be operated by someone. Children usually love to play it. They usually use their imagination to play it. They also feel good; appear fun and appealing in the eye of the beholder when they see a puppet. Because of puppet can develop imagination and creativity, it has an important role in education. Moreover, puppet has role to increase the students’ attention at the lesson. Its shape, color, form can attract the students to study more.

Based on the result above, it can be concluded that the students’ speaking ability in SMPN 1 Katibung is low. One of the interesting and attractive ways in teaching speaking is by using finger puppet, may be this media can help the teacher to improve students’ speaking ability. Speaking is an important skill among others which has to be practiced by the students.

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<sup>4</sup> [https://en.oxforddictionaries.com/definition/finger\\_puppet](https://en.oxforddictionaries.com/definition/finger_puppet). Accessed on April 19th , 2017

But most of the students never practice speaking English with their friends formally or informally because they are afraid of making mistakes, not confidence and so on. Therefore the researcher is interested in having a research entitle The Influence of Using Finger Puppet Toward students' Speaking Skill At The First Semester of The Seventh Grade of SMPN 1 Katibung South Lampung In 2017/2018Academic Year.

### **1. Previous Research**

Nilawati (2007) entitled "The Effectiveness of Teaching Vocabulary by Using Puppet at Elementary School Students" the research focused on the effort to increase vocabulary achievement by using puppet media. The result of the research showed that there was improvement of the students' vocabulary achievement after they are taught by using puppet media. Thus, it could be concluded that puppet media is effective to increase students vocabulary achievement.

Ningtyas (2012) entitled "The Use of Puppet to Teach Speaking Descriptive Text for Tenth Graders of Senior High School in SMA YPM 3 Sumobito. The researcher conducted descriptive qualitative research. The result of the research showed that puppet media has some advantages in teaching speaking. From the result above, could be concluded that puppet media can be used as alternative media to teach speaking.

Maharanny (2014) entitled “The Use of Puppet: Shifting Speaking Skill From the Perspective of Students’ Self-Esteem. The result of the research showed that puppet is an effective media in teaching speaking. The mean score of the students taught by using Puppet media (81.60) is higher than the mean score of students taught by using Picture media (79.12). Thus, it could be concluded that Puppet media is more effective than Picture media to teach speaking to the eighth grade students of one of junior high schools in Semarang Regency in the academic year of 2014/2015.

Based on the discussion in previous research above, there are some differences. The differences line on skill and method. Therefore, the writer is interested to conducted the research entitled” Influence of Using Finger Puppet Towards Students’ Speaking skill at the Seventh Grade of SMPN 1 Katibung in 2017/2018 academic year”

### **B. Identification of the Problem**

Based on the background of the problem above there are many problems in English learning teaching can be identified as follows:

1. Students’ speaking ability was still low.
2. Teacher did not use various techniques in teaching speaking.
3. The students usually anxiety when they ask to perform in front of the class
4. The students usually felt shy to practice speaking English.

### **B. Limitation of the Problem**

Based on the background the writer limited the problem of the research, the writer focuses on the use of using finger puppet and students' speaking skill at the Seventh Grade of SMPN 1 Katibung in 2017/2018.

### **C. Formulation of the Problem**

Based on the identification and limitation of the problem above, the writer formulates the problem as follows:

Is there any significant Influence of Using Finger Puppet Towards Students' Speaking skill at the Seventh Grade of SMPN 1 Katibung in 2017/2018?

### **D. Objective of the Research**

The objective of the research is to know whether there is a significant Influence of Using Finger Puppet Towards Students' Speaking skill at the Seventh Grade of SMPN 1 Katibung in 2017/2018.

### **E. Use of the Research**

It is expected that the result of this research will be useful:

#### **1. Theoretical Contribution**

The result of this research is expected that it will be useful knowledge for the writer and others teacher to teach speaking in future.

## 2. Practical Contribution

- a) For writer, the result of the research was proved that it will be useful knowledge for the researcher when she starts her profession as a teacher in future time.
- b) For the teacher, especially those who teach at SMPN 1 Katibung, it is hopeful the result of this research can be used as a feedback on teaching language activities or can be of choices to do in their classroom.
- c) For the students, the result of this research is help that the students will enjoy the learning process and it can improve students' speaking ability.
- d) For the readers, the result of this research is earned the knowledge and readers will give correction for this research and help the readers to make good research future time.

## F. Scope of the Research

The scope of the research as follows:

### 1. The subject of the research

The subjects of this research were the students at the first semester of the seventh grade of SMPN 1 Katibung.

### 2. Object of the research

The objects of the research were the use of Finger Puppet and students' speaking skill.



### 3. Place of the Research

The writer conducted the research at SMPN 1 Katibung.

### 4. Time of the Research

This research conducted at the first semester of the 2017/2018 academic year.



## **CHAPTER II**

### **FRAMES OF THEORY, AND THINKING, AND HYPHOTHESIS**

#### **A. Frames of Theory**

##### **1. Teaching English as a Foreign Language**

Teaching English as foreign language need skills to implement it. Teachers should be able to hold classroom well. Talking about English as a foreign language, in our country, the government has decided that English should be taught to the students from elementary school (as local content) up to university. It is expected that the students should have the ability or knowledge of English which can be used for communication. The general aim for teaching language is to equip the students with the knowledge and skills required for effective communication in the foreign language.

English as an international language has an influence to the human life, in whole world. Through this language, we can communicate and interact with people from different countries, and can follow modern technology development. Based on the statement above the writer assumes that the teaching English as foreign language the teacher should prepare the material instruction and the application of new techniques well. Because language learning and teaching can be regarded as process, the first role is to facilitate the communication process between participant and the various

activities. The first role is to facilitate the communication process between participant and the various activities.

## 2. Concept of Speaking

Speaking is one of the four language skill that should be mastered by students. Speaking is used for communication in our daily life activities. Speaking is an effective way in communication. Chaney states that, speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols in a variety of contexts. According to Harmer, speaking is to express or communicate opinion, feeling, and ideas etc.<sup>1</sup> Based on the concept above, the writer tries to synthesize them. Speaking is the process of building and sharing meaning to express or communicate opinion, feeling, and ideas through the use verbal and nonverbal.

Thornbury stated, the ability to speak fluently followed naturally from the teaching of grammar and vocabulary, with a bit of pronunciation thrown in. speaking is much more complex than this and that it involves both a command of certain skills and several different types of knowledge.<sup>2</sup> It means that between the some criteria above speaking is the most important thing that should be mastered as the key and one of the central elements of communication.

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<sup>1</sup>Muhammad baihaqi, *Improving Of English Speaking Skill By Using Guessing Game Technique*, Available at <http://www.usingenglish.com>, Accessed on April 2<sup>nd</sup>, 2016

<sup>2</sup>Scott Thornbury, *How to Teach Speaking*, Harlow: Longman, 2005, P. 1

The students' speaking ability in this research is their ability to express their ideas, thought, and feelings in their real communication for certain purposes in spoken form by showing the mastery of such components as pronunciation, grammar, vocabulary, fluency, and comprehension.

### **3. Aspect of Speaking**

Speaking is used to interact or to communicate by with others. It involves using speech to express other meanings to other people. Interaction is two-way communication that involves using language and body language to keep our listener involved in what we are saying and to check that they understand our meaning. Examples of these interactive strategies are: making eye contact, using facial expressions, asking check expressions, clarifying your meaning, confirming understanding. We also speak with fluency and accuracy. Fluency means speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech. Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation. When we speak, we use different aspects of speaking depending on the type of speaking we are involved in. In speaking, there are five aspects to be mastered that consist of grammar, pronunciation, vocabulary, fluency, and comprehension.

#### **1) Grammar**

According to the Advanced Learner's Dictionary, grammar is the rule about how words change their form and combine with other words to make sentences. Grammar is a description of a language and the way in which linguistic units such as word and

phrases are combined to produce sentence in the language. It is needed for students to arrange a correct sentence in conversation. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

## 2) Pronunciation

Pronunciation is the way a certain sound or sounds are produced. It deals with phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. There are two features of pronunciation; phonemes and supra segmental features. A speaker who constantly mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. Pronunciation focuses on accent. When a speaker says, she/he will give an emphasis on a certain word suitable with pronunciation.

## 3) Vocabulary

Vocabulary, in Oxford Learner's Pocket dictionary, is defined as all the words that a person knows or uses. The learners can't communicate effectively or express their knowledge and ideas both orally or in written form if they do not sufficient vocabulary. Someone cannot give accurate information if he does not have sufficient information. Vocabulary is more than a list of target language words. As a part of the language vocabulary is intimately interrelated with grammar.

## 4) Fluency

Fluency in Oxford Learner's Pocket dictionary, is defined as being able to speak a language easily and well. Fluency is the extent to which speakers use the language

quickly and confidently, with few hesitations or unnatural pause, false starts, word searches, etc. Fluency is also one of important things in oral language because if a speaker speaks fluently, the listener can catch the messages easily. Fluency in speaking is the aim of many language learners.

#### 5) Comprehension

Comprehension is the power of understanding. For oral communication certainly require a subject to respond and to speech as well as to imitate it. If we review to the factions of speaking as transactional and interpersonal, comprehensions the one important part of catch these functions. The speakers will be able to communicate or to interact effectively if they have the topic. By understanding what they talk, there will comprehension between speaker and listener.<sup>3</sup>

#### 4. Concept of Speaking Ability

Speaking ability is an important aspect and beneficial skill in learning language. It is part of the goal or skill in learning English in the curriculum besides writing and listening. It is supported by Broughton states that, however good a student may be at listening and understanding, it need not follow that he will speak well.

A discriminating ear does not always a fluent tongue. There has to be training in the productive skill of speech as well.<sup>4</sup> It means that besides mastering listening, reading

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<sup>3</sup> Carel Aguirela, Lucia, *Productive Language Skills Learning and Teaching: Speaking and Writing*, PublicacionesDidacticas.<http://publicacionesdidacticas.com/hemeroteca/articulo/032032/articulo.pdf>, 2012, Accessed on May 7<sup>th</sup> 2017

<sup>4</sup> Erny Rokhmawati, *The Use of Realia to Improve Students' Speaking Ability in Procedure Text*, Semarang: IAIN Wali Songo, P. 18

and writing, the learners should also have a good ability of speaking as one of the goal of learning English. It is known that speaking is a very difficult and complex skill to be learnt especially for students who learn English as their foreign language.

In speaking ability, there are some criteria that should be tested to the students. According to Brown, to know the students' speaking ability there are five elements that should be tested. They are grammar, vocabulary, comprehension, fluency, and pronunciation.<sup>5</sup> It means that to know the students' speaking ability, there are five criteria that should be mastered. They are pronunciation, grammar, vocabulary, fluency and comprehension.

In teaching speaking, the teacher should also have five components of speaking ability to make the learning process running well. The first is pronunciation, it is the way in which language, particular word or sentence is spoken. The teacher should have a good pronunciation because the students will follow what teacher said, in this case the teacher becomes a model and teacher should give the students the right example. The second is grammar, rules of forming or making sentences. Grammar is essential in teaching speaking because when the teacher and the students use wrong grammar, it can change the meaning of sentence. Then, vocabulary is all of word that person know and uses. The teacher should have many vocabularies in order to transfer their vocabularies to the students. If the teachers do not have many

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<sup>5</sup> Brown H. Douglas, *Language Assessment Principle and Classroom Practice*, San Francisco: Longman , 2004, P. 157

vocabularies, the teacher will teach the students with the same word and did not any improvement in their vocabulary. The next is fluency, able to speak easily and well. When the teacher speak fluently, it makes students enjoy to listen the teacher so the students will try to speak fluently too. The last is comprehension, able to understand something means the teacher should comprehend what will be taught to the students.

### **5. Concept of Speaking Skill**

Speaking is one of the four language skills. If students want to speak English Fluently, as Harmer says :

“They have to be able to pronounce correctly. In addition, they need to master intonation, conversation, either transactional or interpersonal conversation. Transactional function has its main purpose conveying information and facilitating the exchange of goods and service, whereas the interpersonal function is all about maintaining and sustaining good relations between people. Speaking is called productive skill because when we speak we produce the language.”<sup>6</sup>

Furthermore, speaking is the term that I use for verbal communication between people. When two people are engaged in talking to each other, I am sure that they are doing communication. Communication between people is an extremely complex and ever changing phenomenon. There are certain generalizations that we can make about the majority of communicative events and these have particular relevance for the learning and teaching process. Based on the definitions above I know that speaking is a production of oral language by human which aimed to deliver message, expressing

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<sup>6</sup> Jeremy Harmer, *The Practice Of English Language*, New York: Longman , 1989, P. 25



idea, opinion or feeling to get some purposes. Every people who meet each other will speak a language to prove that they are exists in their community. That's why we need to speak up and we need to improve our speaking skill by learning a new language.

## **6. Types of Speaking**

in teaching and learning speaking, Brown classifies the type of oral language into two parts, monologue and dialogue.

### **1. Monologue**

Monologue is divides in two parts: planned and unplanned. Monologue means that when one speaker uses spoken language, as in speeches, lectures, reading, news broadcast, and the like, the hearer must process long stretches of speech without interrupting- the stream of speech will go on whether or not the hearer comprehends.<sup>7</sup>

### **2. Dialogue**

Dialogue is divided in two parts: interpersonal and transactional. Dialogue involves two or more speakers and can be subdivided into those exchanges that promote social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional). Transactional dialogue , which is carried out for the purpose of conveying or exchanging specific information is an extended form

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<sup>7</sup> H. Douglas Brown, Teaching By Principle: An Interactive Approach to Language Pedagogy, (New York: Longman,2001), P. 251

of responsive language. Conversation, for example, may have more of negotiate nature to them than does responsive speech.<sup>8</sup>

From the explanation above, the writer concluded that dialogue is one of types of speaking that could be analyzed in this research. Because speaking by using dialogue type, the students' can improve their confidence to communicate in front of the class especially in front of many people.

## 7. Concept of Teaching Speaking

The meaning of teaching speaking is to teach learners to:

- a. Produce the English speech sound and sound pattern
- b. Use word and sentence stress, intonation pattern and rhythm of the second language.
- c. Select appropriate word and sentence according to the proper social setting, audience, situation, and subject matter.
- d. Organize their thoughts in a meaningful and logical sequence.
- e. Use language as means of expressing values and judgments.
- f. Use the language quickly and confidently with few unnatural pauses, which were called as fluency.<sup>9</sup>

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<sup>8</sup> Ibid

<sup>9</sup> Kayi, Hayriye, *Teaching Speaking: Activities in Teaching Language in a Second Language*, 2006, Available at: <http://unr.edu/homepage/Hayriye/v.XII>.

The teacher must pay attention of some important aspect include producing sentences, intonation, rhythm and stress. Those sound productions must be meaningful because it must be produce logically from thought.

### **8. Concept of Puppet**

Many experts have different opinions in defining Puppet. The following are some of the point of view about Puppet.

According to mayesky “Puppet is a media to use describe physical appearance and character.”<sup>10</sup> it means that puppet can help the students to understand identify this media. Using media especially puppet make the students develop their vocabulary to speak.

According to Ahmedabat “the art of presenting an inanimate object in the form of a living character is the art of puppetry”<sup>11</sup> Based on the explanation above, the writer able to conclude that puppet is a language that conveys feelings, ideals, and passions with a combination of gestures and words that can be used to present inanimate object in the form of human life character.

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<sup>10</sup> Angga, Budi kusuma ningtyas, Rahayu kuswardani, *The Use of Puppet to Teach Speaking Descriptive Text For Tenth Graders Of Senior High School In Sma Ypm 3 Sumobito*, Available at <http://jurnalmahasiswa.unesa.ac.id/index.php/retain/article/view/3442>, Accessed on April 4<sup>th</sup>, 2017

<sup>11</sup> Shahibaug, Ahmedabat, *Learning and Teaching Through Puppets*, 1995, Gujarat: Chetness

## 9. Concept Finger Puppet

There are some of the opinions in defining Finger Puppet.

The definition of puppet based on Oxford Dictionary Finger Puppet a small puppet designed to fit on a finger.<sup>12</sup> It is mean that puppet just only hand puppet, string puppet or shadow puppet but puppet can make as finger puppet with small doll characters placed on the fingers. The finger puppet is an extremely simple puppet variant which fits onto a single finger. Finger puppets normally have no moving parts, and consist primarily of a hollow cylinder shape to cover the finger. Finger puppets can be used in some activities speaking such as, storytelling, describing something, dialogue, etc.

## 10. Teaching Speaking by Using Puppet

For many years, English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve student communicative skills because students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance.

According to Brown, and Burns and Joyce speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Based on Mahoney the purposes of teaching English by using puppets are:

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<sup>12</sup> [https://en.oxforddictionaries.com/definition/finger\\_puppet](https://en.oxforddictionaries.com/definition/finger_puppet), Accessed on April 19th, 2017

- 1) To develop students imagination and creativity.
- 2) To provide opportunities for students to share oral interpretations.
- 3) To provide a supportive environment for experimenting with voice and language.

Use of puppets as a mediation tool in a setting of learning interaction can serve as a tool by which a dialogue can be developed to engage children, explain abstract ideas, demonstrate processes and concepts and, in this way, ease the learning process. Use of puppets in education as a mediation tool for young children creates a connotation of play so that they enthusiastically participate in any interaction involving puppets. From the explanation above, it can be concluded that teachers as material presenter should choose an appropriate puppet based on some guidelines above.

### **11. Procedure of Teaching Speaking Using Puppet**

Teaching is not the whole process of explaining lessons activity of explaining everything by the teacher. Teaching is giving chance to the students to respond and express their ideas, guiding and facilitating the student to learn, also make the learning process as enjoy as possible, so that the teaching objective can be reached. Brown state, teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.<sup>13</sup> It means that teaching is an interactive process between the students and the teacher. The teacher should guide and give the chance

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<sup>13</sup> Brown H. Douglas, *Principles of language learning and Teaching*, San Francisco: Pearson Education, 2005, P. 8

for the student to learn. The teacher can also begin the procedure learning process based on the Repo and Rauda states:

To use finger puppet in teaching and learning process, teacher should determine the material first. After that make sure that finger puppet is really can help teacher to explain the material and those media is benefit for students, students will forget it after the process of teaching and learning in the class. Teacher also pay attention the criteria of choosing media before choose one of media to help her or him.<sup>14</sup>

It means that especially for teacher that use finger puppet as media in teaching English, the teacher must give attractive learning process so that the students not get bored and enjoy it.

Before the teacher begins to teach speaking, the teacher must prepare everything that is important in teaching learning process. Besides that, the teacher can choose kinds of media. One of them is puppet that will be used in teaching activities. The teacher can also ask the learner prepare themselves in the former meeting. The teacher can ask the student directly as the way to measure their capability in speaking English.<sup>15</sup>

It means that important for the teacher to prepare material first. Then the teacher must choose kind of media. Besides that the teacher should have prepare her or himself before teach the students especially in speaking. There are some procedures that should be done in using Puppet to activate students to speak English that proposed by Cahya. The following is the procedure of teaching speaking by Finger Puppet:

- 1) The teacher mentions the topic of describing something to interest the child.

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<sup>14</sup> Rauda siregar, Nur, Ernati, Lisa Tavriyani, *Teaching Speaking By Using Puppet Play for Junior High School Student*, Padang: Bung Hatta University

<sup>15</sup> Repo Aksar, Available at <http://repo.iain-tulungagung.ac.id/id3179/3>. Accessed on April 19th , 2017

- 2) Teacher puts finger puppets on her fingers and introduces them.
- 3) The teacher moves the finger puppet by moving the finger.
- 4) The teacher gives the child the opportunity to follow the example.
- 5) The teacher answers questions and responds to the child's comments.<sup>16</sup>

To make the learning process be more fun, there is a rule that should be followed by students. The teacher can ask the students to hold the finger puppet and have a conversation together. The students can also ask their friend to practice together. Based on the procedures above the writer concluded the procedure which is appropriate and can be applied to the students, especially for SMP N 1 Katibung.

- a) The teacher asked the stydents to come forward.
- b) The teacher asked the students to pickout one of the rolls of paper related to the topic.
- c) Each student's should practice orally about the topic.
- d) Make the learning process as attractive as possible as, involve all students so that they do not get bored in learning English.

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<sup>16</sup> Destiyani, Cahya, *Pengaruh Edukasi Gizi Menggunakan Media Finger Puppets Terhadap Konsumsi Buah Dan Sayur Pada Anak Kelompok A Di Taman Kanak-Kanak Negeri Pembina Pontianak Barat*, 2015, Pontianak: Universitas Muhammadiyah

## 12. Advantages and disadvantages of using Finger Puppet

There are some advantages and disadvantages of using Finger Puppet:

### a) The Advantage Using Finger Puppet

1. The puppet can help to serve as a very effective aid for teaching language arts.
2. The puppet can bring about the development of many aspect of language in junior high school
3. The puppet encourages students to talk and express their own creative ideas verbally.
4. The puppet can help the students not only think of what to say, but also feel comfortable when they are speaking.
5. The puppet is a way for students to speak in front of the other students without feeling intimidated.
6. The puppet gives the students a means to express themselves and their ideas without the stress of having something to completely understand that language.
7. The puppet can help the students to relate and play better with other students who speak English fluently.<sup>17</sup>

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<sup>17</sup> Rauda siregar, nur, Ernati, Lisa Tavriyani, *Teaching Speaking By Using Puppet Play for Junior High School Student*, 2015, Padang: Bung Hatta University



#### b) Disadvantages Using Finger Puppet

Disadvantages include the cost and storage of the puppets. Jeffrey Peyton, founder of Puppet tools and a noted researcher in the field of puppets having studied the topic for over thirty-five years, concludes that, “There is no question that puppets and play will help students. People standing primarily in the way are adults.” There is a perception that puppets are used only by very young children or trained puppeteers. Beside that the students might balk or be disruptive during the lesson.<sup>18</sup> It means that puppet as the media is not the most appropriate in teaching, but puppet is one of the media that can be used to assist in improving students' motivation in learning so that students do not get bored.

Based on the advantages and disadvantages above the writer concluded that using Finger Puppet techniques has some advantages and disadvantage. But with the advantages of using Finger Puppet the teacher can implement language teaching activities easier. In this case the Finger Puppet also has some weaknesses to be applied in the process of language teaching, especially speaking.

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<sup>18</sup>Hamidah Nur Akhriyah, *Using Hand Puppet Technique In Teaching Speaking*, Available at <http://gobedkham.blogspot.co.id/2014/10/using-hand-puppet-technique-in-teaching.html>, Ponorogo: STKIP, Accessed on April 19th, 2017

### 13. Concept of Dialog Memorization

According to Richards, Platt, and Platt, in Duong Thi Hoang Oanh and Nguyen Thu Hien “memorizing is the process of establishing information in memory. The term ‘memorizing’ usually refers to the conscious processes. ”It means the learners use memorization consciously and they think about the process of memorization when they are applying it.<sup>19</sup> Then another explanation can be found in the oxford advanced learner’s dictionary in Duong Thi Hoang Oanh and Nguyen Thu Hien that “memorizing is to learn something carefully, so that you can remember it exactly.”

Larsen-Freeman says that dialogue memorizing technique is a short conversation between two people, often used to begin a new lesson. Students memorize the dialogue through mimicry; students usually take the role of one person in the dialogue, and the teacher the other.<sup>20</sup>

It means that dialog memorization students are given a short dialogue to memorize then they must use mimicry and apply to present the dialogue. The example of the dialogue must be included in the materials section.

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<sup>19</sup> Duong Thi Hoang Oanh and Nguyen Thu Hien, *TESL-EJ (Memorization and EFL Students’ Strategies at University Level in Vietnam)*, 2006, Volume 10. No 2

<sup>20</sup> Diane, Larsen Freeman, *techniques and principle in language teaching*, New York: Oxford university press, 2000, P. 47

### **C. Frame of Thinking**

Based on the preliminary research in SMPN 1 Katibung, it was found that students speaking ability was still low. It was happened because the teacher did not use effective techniques to teach English especially speaking. Therefore, they got boring and found difficulties to understand it. So, the teacher needs a new teaching strategy as an effective technique in teaching speaking.

Puppet is related to things that enrich our imagination which immediately can attract someone especially children. Almost all of us have seen a doll or puppet around us. It is fun, interesting and colorful. Puppet is one of the techniques to improve speaking. It can be used as a model. The students can see the performance of the model first and then, they can imagine or imitate the performance. The use of a puppet can provide help with public speaking, especially for the shy or apprehensive student. The use of puppets is beneficial to the student who prefers to learn kinesthetically. Puppet activities keep students actively engaged with hands on activities.

### **D. Hypothesis**

Based on the frame of thinking above, the researchers formulate the hypotheses of the research as follows:

$H_a$ : There is a significant Influence of Using Finger Puppet Towards Students' Speaking Skill at the Seventh Grade of SMPN 1 Katibung in 2017/2018.

$H_0$ : There is no significant Influence of Using Finger Puppet Towards Students'

Speaking Skill at the Seventh Grade of SMPN 1 Katibung in 2017/2018.



## **CHAPTER III RESEACH METHODOLOGY**

### **A. Research Design**

The research design in this study is quantitative approach. According to John, quantitative approach is one in which the investigator primarily uses post positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and questions, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data.<sup>1</sup> The used of finger puppet treatment in this research is to improve the student's speaking skill. So, it is using experiment because the writer applied and proved the technique whether it would be successful. The result of the research found the difference of the student's speaking skill between before and after using the Finger Puppet. In collecting data, the researcher took the data from the result of the test which was treated to describe the students' speaking skill.

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<sup>1</sup>Creswell. John, *Design Qualitative, Quantitative and Mixed Method Approaches*, Bonhill: Sage Publication, 2003, P. 18

According to Ary et.al., Experimental design is the general plan to carrying out a study with and active independent variable.<sup>2</sup> In this research, the writer used quasi experimental research design.

According to Creswell, quasi experiments includes assignment, but not random assignment of participants to groups. We applied the pretest and posttest design approach to a quasi-experimental design. The writer assigned intact groups the experimental and control treatments, administers a pretest to both groups, conducted experimental treatment activities with the experimental group only, and then administers a posttest assessed the differences between the two groups.<sup>3</sup> Consequently, in quasi experimental design the writer used the pretest and posttest design approach. The writer gave pretest and posttest to the both of class group to knew the differences between the two groups and only conducted the experimental treatment in experimental class.

The writer's design presented in Table 1:

**Table 1**  
**Pre and Post-test Design**

Select Control Group	Pretest	No Treatment	Post-test
Select Experimental Group	Pretest	Treatment	Post-test

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<sup>2</sup>Donal Ary *et.al.*, (8<sup>th</sup> Edition), *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2010), p.301

<sup>3</sup>John W. Creswell, *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative research*, Boston, Pearson Education, 4th ed., 2012, p. 309-310

In this research, the writer gave the pre-test to know their speaking ability by using finger puppet before and after treatment and the writer gave the treatment for both experimental and control class. The experimental class got treatment by using finger puppet and control class got treatment by using dialog memorization. After treatment, the writer gave post-test to both of the class to know students' development after they were treatment.

### **B. The Variable of this Research**

A variable was a characteristic or attribute of an individual or an organization that the researcher can measure or observe and varies among individuals or organization study.<sup>4</sup> There were two variable in this research namely; independent variable and dependent variable. Independent variable was the major variable which investigated. It used to selected, manipulated and measure in the research. While dependent variable was a variable which is observe and measure to determined the effect of the independent variable. The variable in this research:

1. Independent variable is finger puppet (X)
2. Dependent Variable is students' speaking skill (Y)

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<sup>4</sup> John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (Fourth Edition)*, (Boston: Pearson Educational, 2012), p. 309-310

### **C. Operational Definition of Variable**

The operational definitions variable of this research is as follows:

#### **1. Independent Variable (X)**

Finger puppet is a speaking activity to motivate and stimulate the students to speak English by using finger puppet while the students do the conversation.

#### **2. Dependent Variable (Y)**

Students' speaking skill in using finger puppet is the students' ability to use language in oral form correctly and to measure by appropriate scoring rubrics that consist of grammar, vocabulary, comprehension, fluency and pronunciation.

### **D. Population**

According to Ary, population is defined as all members of any well – defined class of people, events, or object.<sup>5</sup> It means that population is generalization area which consist of objects, subject, and certain quality and characterization stated on the research. Based on the explanation above, the population of this research is the seventh grade students of SMPN 1 Katibung in 2017/2018 academic year which consisted of 197 students as the population of the research.

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<sup>5</sup> Ary. Donald, Lucy Cheser Jacobs,et.al, *Introduction to Research in Educaion*, Belmont: Nelson Education, P.148



### **E. Sample**

Ary stated that Sample is a portion of a population.<sup>6</sup> Because of the large number of population, the writer took samples as the representative of the population. The sample of the research was two classes of the first semester of the seventh grade of SMP N 1 Katibung in 2017/2018 academic year.

### **F. Sampling Technique**

In this research, the writer took the sample from population of the research by using cluster random sampling technique. Cluster random sampling is a sub-set of units that are selected randomly from a population. "A random sample represents the general population or the conditions that are selected for the experiment because the population of interest is too large to study in its entirety. Using techniques such as random selection after stratification or blocking is often preferred. Sampling is not an individual but, rather, a group of individuals who are naturally together."<sup>7</sup> Because the population in groups and homogeneous. The writer took the sample by lottery, in which the name of each class written on some pieces of paper and the writer took only two pieces of paper.

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<sup>6</sup> Ibid. P. 148

<sup>7</sup> Ibid. p. 154

## **G. Research Procedure**

In conducting this research, the writer applied some procedures as follows:

### **a. Finding the Subject of Research**

The writer chose the students of the seventh grade of SMPN 1 Katibung South Lampung as a subject of the research. One class is experimental class and one class is control class.

### **b. Designing the Instruments of The Research**

The instrument of this research is speaking test. The students got the same instrument for both classes. That was same topic that should be described orally by students.

### **c. Conducting Treatment**

The treatment given in three meetings. In the treatment, the writer as the teacher taught the students about greet, thank, take leave and apologize. The teacher also teach by using finger puppet and five aspects of speaking. The teacher showed a finger puppet and asked students to described something by it.

### **d. Administrating the Post Test**

Post-test conducted after the treatments. This test aimed to knew the students' speaking ability after giving the treatment. In this test, the students performed how to say something using finger puppet. The students' asked to chose one topic from the rolls of paper.

e. Analyzing the Result of Post-Test

In analyzing the result, the writer compared the result of post-test between experimental and control class to know whether the post-test's score of experimental was higher than control.

### **H. Data Collecting Technique**

One important thing in this research was to collect the data that determined the result of the research. The procedures of data collecting used in this research are:

- a. Pre- test, it is conducted for the students in the control class and experimental class in order to find out the students' speaking ability before the treatment.
- b. Post-test, it is conducted for the students in control class and experimental class in order to know the influence of treatment towards the students' speaking skill.

### **I. Pre-test Instrument**

Instructions:

- a. Divided the students into pair and the teacher mention the topic they will be doing
- b. Make a dialogue based on your topic.
- c. Perform the topic in front of the class.

### **J. Post-test Instrument**

Instructions:

- a. Divide the students into pair and the teacher mention the topic they will be doing.

- b. Each pair had 3 minute to have a conversation.
- c. The teacher asked each pair to perform based on their own topic.

### **K. Validity Test**

According to Ary, Validity is the most important consideration in developing and evaluating measuring instruments historically, validity was defined as the extent to which an instrument measure what it claimed to measure.<sup>8</sup> To measured whether the test has good validity or not, the researcher used content validity and construct validity.

#### **1. Content Validity**

Best and Kahn said that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.<sup>9</sup> It means that content validity is based on the material, and the material is agreement with the objective of learning in the syllabus. To got content validity, the test adapts with the textbook and based on the syllabus for the eleventh grade of senior high school.

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<sup>8</sup> Donald Ari ,*Ibid.* p. 225

<sup>9</sup> John W. Best and James V. Kahn, *Research in Education* (7th ed), (New Delhi,PrenticeHall, 1995), p. 219

## 2. Construct Validity

Best and Kahn said that construct validity is needed to the measuring instrument that have some indicators to measure one aspect or construct.<sup>10</sup> It means that construct validity is focused on the kind of test that is based on the concept and theoretical which can measure the ability for speaking.

In this research, the writer administrated oral test that measured the students' speaking ability where the scoring covers five criteria of speaking that were adapted from Brown. It consists of grammar, vocabulary, comprehension, fluency and pronunciation. To make sure, the writer consulted the instrument of the test (pre-test and post-test) to the English teacher of SMPN 1 Katibung south Lampung as a validator, for determining whether the test has obtained construct validity or not.

### L. Reliability Test

Fraenkel and Wallen said that reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.<sup>11</sup> Besides having high validity, a good test must had high reliability too. The writer used SPSS to reliability of test.

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<sup>10</sup> *Ibid*, p. 219

<sup>11</sup> Jack R. Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education Seventh edition*, (New York: Mv Graw-Hill, 2009), p. 154



The criteria of reliability test are :

0.91 – 1.00 =Very high reliability

0.71 – 0.90 =High reliability

0.41 – 0.70 = Medium reliability

0.21 – 0.40 =Low reliability

0.0 –  $\leq$  0.20 = Very Low reliability.<sup>12</sup>  
1.0

## **M. Data Analysis**

After collecting the data, the writer analyzed the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

### **1. Fulfilment of the Assumptions**

#### **a. Normality Test**

The normality test is used to know whether the data in the experimental class and control classes were normally distributed or not.<sup>13</sup> In this research, the writer used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The tests of normality employed were Kolmogorov – Smirnov and Shapiro Wilk. The hypotheses for the normality test formulated as follows:

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<sup>12</sup> Asep Jihad and Haris Abdul, *Evaluasi Pembelajaran*, (Yogyakarta: Multi Pressindo. 2012), p.181

<sup>13</sup> Budiyo, *Statistika untuk penelitian*, (Surakarta: University press. 2004), p.170

$H_0$  : The data are normally distributed.

$H_a$  : The data are not normally distributed.

While the criteria of acceptance or rejection of normality test are as follows:

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

#### **b. Homogeneity Test**

Homogeneity test used to determined whether the data obtained from the sample homogeneous or not. In this research, the writer used statistical computation by using SPSS (*Statistical Package for the Social Science*) for homogeneity of test. The test of homogeneity employing Levene statistic test.

The hypotheses for the homogeneity tests are formulated as follows:

$H_0$  = the variances of the data are homogenous

$H_a$  = the variances of the data are not homogenous.

While the criteria of acceptance or rejection of homogeneity test are as follow:

$H_0$  is accepted if  $\text{Sig.} > \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig.} < \alpha = 0.05$

## 2. Hypothetical Test

If the fulfillment of the assumptions normally test and homogeneity test were fulfilled, the writer used independent sample t-test. In this case, the writer used statistical computation by using *SPSS* (Statistical *Package* for Social Science) for hypothetical of test. The purpose of using SPSS in this case is to practicality and efficiency in the study

The hypotheses are:

Ha : There is a significant influence of using Finger Puppet towards students' speaking Skill at the seventh grade of SMPN1 Katibung in 2017/2018 academic year.

Ho : There is no significant influence of using Finger Puppet towards students' speaking Skill at the seventh grade of SMPN1 Katibung in 2017/2018 academic year.

While the criteria of acceptance or rejection of hypothesis are:

H<sub>a</sub> is accepted if Sig.  $< \alpha = 0.05$

H<sub>o</sub> is accepted if Sig.  $> \alpha = 0.05$

## **CHAPTER IV RESULT AND DISCUSSION**

### **A. Result of Research**

#### **1. Description of School**

SMPN 1 Katibung is located on Jl. Tanjung Jati no. 09 Tanjung Agung Kec. Katibung Kab. Lampung Selatan. The activities of teaching learning process were done in the morning. The classes begin at 7.30 AM in the morning and finish at 01.30 PM. In the learning process, the teacher were responsible for the implementation of the learning. It means that SMPN 1 Katibung always maintains discipline well.

#### **2. Analysis of treatments**

The research had been conducted since September 7<sup>th</sup> to september 29<sup>th</sup> of 2017. This research had been carried through six steps. They involved pre-test, three times treatments and post test. The writer prepared 4 topics as the instrument of the test for pre-test and post test. The choosing of the instrument had been done by considering two categories, validity and reliability. This test was given for control class and experimental class before the activities were conducted, the writer determined the material and lesson plan.

The test which given before and after the students followed the learning process was provided by the writer. The experimental class learnt by finger puppet, while the control class used dialogue memorization.

**a. Description of the first treatment**

The lesson was begun by greeting and introducing herself. Then the writer asked the students whether they have say something to others or not. After getting the answer, the writer asked the students to mentions examples for greeting. After having the result from the students, the teacher made a list of the formal and informal greeting, gave a list answer the greeting and list take leave expression. After that, she gave some explanation about used finger puppet for this topic. After ensuring that students had been understood about finger puppet, she tried finger puppet and sat on the chair and her hand into the box and finger puppet appeared. She tried say something about greeting with shaked finger puppet into the box until the students understand about the rule of used finger puppet. After the students knew the rule, the writer divided into pair and asked them to perform. The writer asked the students' in control class made conversation related to the topic. Then, the teacher asked them to memorized it. The students' perform with pairs. In this first treatment in both classes the students still felt shy and confused to start the conversation and sometimes they just kept silent



### **b. Description of the second treatment**

The students were taught through greet and take leave expression by finger puppet. The writer started the teaching learning process by reviewing the previous lesson. Then, writer gave the students questions about thank expression. After having the result from the students, the teacher made a list of thank expression. The writer gave example about of thank expression. next, as in the previous treatment, the writer divided into pair and used finger puppet. In control class the writer gave the same topic as in experimental class about greet and take leave expression. And the writer asked students' made conversation about thank expression also. then, before they were perform the teacher divided into pair. After they were memorized it the teacher asked them to perform. After that, the writer asked the students to express their problem in speaking, the writer gave motivation and solution about their problem. In the second treatment the students in both classes still felt confused, but they were more confidence to start conversation. After the students understood, the teacher ended the class.

### **c. Description of the third treatment**

In the third treatment in experimental class, it was found that all students involved in the process. They were able to make dialogue appropriately, to tell their knowledge related to the topic especially apologize expression for this meeting. The writer gave the students questions about apologize expression. After having the result from the students, the teacher made a list of apologize

expression. The witer gave example as the first and second treatment. next, the writer divided into pair and used finger puppet. In the third treatment in control class the writer gave same rules for them. and gave same topic as in experimental class, but different technique used. The writer used dialog memorization in in control class and the topic about apologize expression. When the writer asked them to perform related to the topic orally, the students were able to answer it fluently without thinking it too long. The students in both classes could also express their ideas by speaking very well and they could be more enthusiastic and motivated to follow the learning process. Especially in experimental class when they were used finger puppet.

### **3. Result of Data Analysis**

#### **a. The result of analysis**

This research was aimed to knew whether there is a significant influence of using finger puppet toward students' speaking skill, they were given treatments by using "finger puppet" as a media in this research. The research was conducted to the seventh grade of SMPN 1 Katibung. The total number the sample were 64 students, two classes were choosen as control and experiment class.

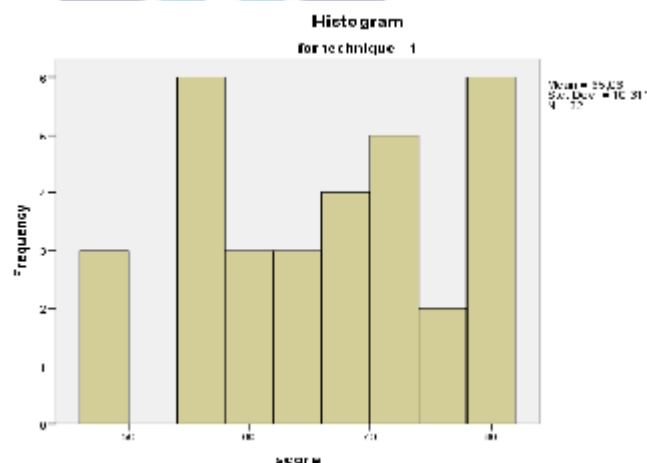
The instruments of this reserach were test. Pre-test and post-test consisted of 4 topics. Pre test was conducted previous on september 8<sup>th</sup> , 2017 at 1.00 p.m for class VII C as the control class and 9<sup>th</sup> , 2017 at 1.00 p.m for VII A as a experimental class. The pre-test was administrated in order to saw the students' speaking score. The writer gave the post-test to the sample. The post-test was

conducted on September 13<sup>th</sup>, 2015 at 09.00 a.m for the experimental class and September 15<sup>th</sup> at 11.00 a.m for control class.

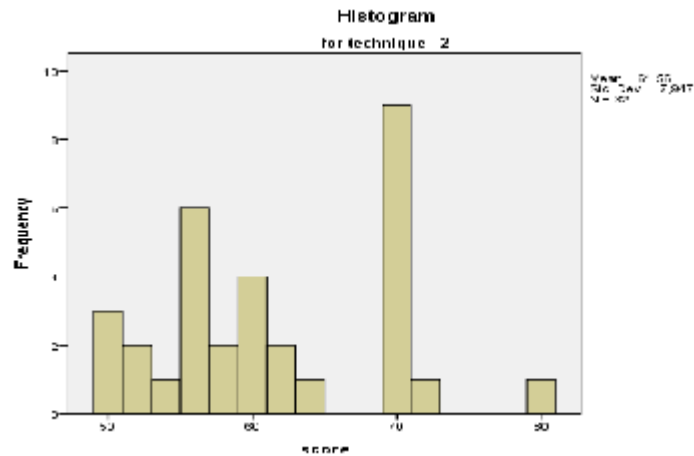
#### b. The result of pre-test

At the first meeting, the writer conducted pre-test in order to find out the students' speaking ability before the treatment. After did treatment, the writer found that from 32 students in experimental class, the mean of pre-test was 65.06, while standard of deviation was 10.311 and median was 66.00, variance was 106.319 and minimum score was 48.00 while maximum score was 80.00. It can be seen in appendix 17. The mean of pre-test from 32 students in control class was 61.56, and standard of deviation was 7.947 while median was 60.00, variance was 63.157 and minimum score was 50.00, and maximum score was 80.00. It can be seen in appendix 18.

**Figure 1**  
**The result of pre test in experimental class**



**Figure 2**  
**The result of pre test control in class**



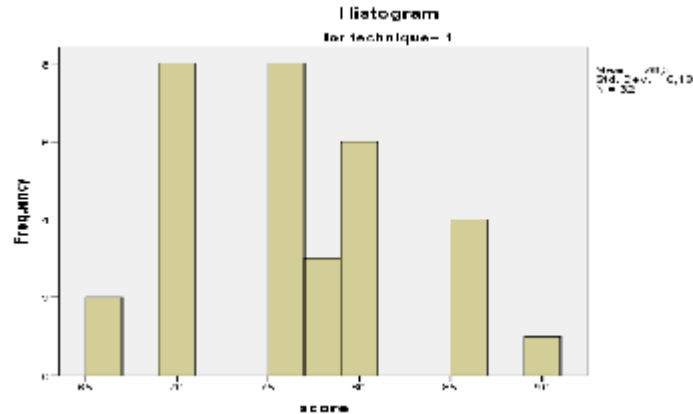
### c. Result of post-test

After conducting three meetings of treatments, the writer conducted the post-test. The writer conducted post-test in order to see whether the students' score increased or not. The post-test was conducted on Thursday, September 13<sup>th</sup>, 2017 at 09.00 am for the VII A as the experimental class and on Friday, September 15<sup>th</sup>, 2017 at 11.00 am for class VII C as the control class. The mean of post-test in experimental class that consists of 32 students was 76.50, standard of deviation was 6.180, and median was 76.00 while variance was 38.194, minimum score was 66.00, and maximum score was 90.00. It showed that students' speaking ability after they getting the treatments improved. It can be seen in appendix 19. The mean of post-test in control class that consists of 32 students was 69.33, standard of deviation was 5.091 and median was 70.00,

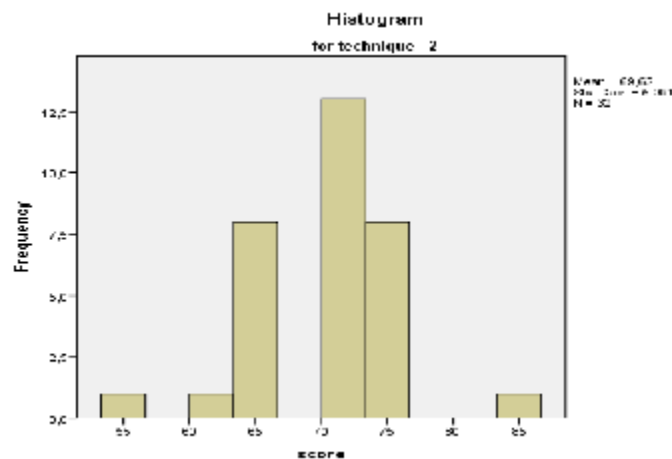
variance was 25.919, minimum score was 54.00, and maximum score was 84.00.

It can be seen in appendix 20.

**Figure 3**  
**Result of post-test in experimental class**



**Figure 4**  
**Result of post-test in control class**



#### d. The Result of Normality Test

The normality test used to measure whether the data in the experimental class and control classes normally distributed or not. In this research the researcher used statistical computations by using SPSS (*Statistical Package for Social Science*)



for normality. The tests of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

The hypothesis formulas of the test were:

$H_0$  = the data have normal distribution.

$H_a$  = the data do not have normal distribution.

The criteria of acceptance or rejection of the hypothesis for normality test were:

$H_0$  is accepted if  $\text{Sig. (P}_{\text{value}}) \geq \alpha = 0.05$

$H_a$  is accepted if  $\text{Sig. (P}_{\text{value}}) < \alpha = 0.05$

**Table 2**

**The Result Normality of the Experimental and Control Class**

Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.
,138	32	,126	,977	32	,704
,121	32	,200*	,932	32	,045

Based on Table 2, it can be seen that Sig. ( $p_{\text{value}}$ ) in the table of Kolmogorov-Smirnov was 0.200 and  $\alpha = 0.05$ . It means that  $\text{Sig. (p}_{\text{value}}) > \alpha$  and  $H_0$  is accepted.

The conclusion is that the population is in the normal distribution.

**Table 3**  
**The Result Homogeneity Test**

Levene Statistic	df1	df2	Sig.
5,704	10	17	,001
5,704	10	17	,001

**e. Result of Homogeneity Test**

Homogeneity test used to determine whether the data obtained from the sample homogenous or not. The writer used statistical computation by using SPSS for homogeneity. The test of homogeneity employing Levine's test.

The hypothesis for the homogeneity tests are:

$H_0$  = the variances of the data are homogenous

$H_a$  = the variances of the data are not homogenous

The criteria of acceptance or rejection of the hypothesis for homogeneity test were:

$H_0$  is accepted if  $Sig. (P_{value}) \geq \alpha = 0.05$

$H_a$  is accepted if  $Sig. (P_{value}) < \alpha = 0.05$

Based on the results obtained in the test of homogeneity of variances in the column, it could be seen that  $Sig. (P_{value}) = 0.01 > \alpha = 0.05$ . It demonstrated that  $H_0$  was accepted because  $Sig. (P_{value}) > \alpha = 0.05$ . It means that the variance of the data was homogenous.

### f. Hypothesis Testing

Based on the previous explanation that the normality and homogeneity test were satisfied, therefore, the writer tested the hypothetical test using parametrical statistic, independent sample t-test.

The hypotheses formulas are:

- $H_a$  : There is a significant influence of using Finger Puppet towards students' speaking Skill at the first semester of the seventh grade of SMPN 1 Katibung in the Academic Year of 2017/2018.
- $H_o$  : There is no significant influence of using Finger Puppet towards students' speaking skill at the first semester of the seventh grade of SMPN 1 Katibung in the Academic Year of 2017/2018.

The criteria of acceptance or rejection of the hypothesis for Hypothetical test was:

$H_a$  is accepted if  $Sig. \geq \alpha 0.05$

$H_o$  is accepted if  $Sig. < \alpha 0.05$

**Table 4**  
**The Result of Hypothetical Test**

T	DF	Sig. (2-tailed)
4.857	64	.110

Based on the result obtained in the independent sample t-test in the table 4 that the value of significant generated Sig. ( $P_{value}$ ) = .110 <  $\alpha$  = 0.05. So,  $H_o$  is rejected and  $H_a$  is accepted. Based on the computation, it could be concluded that there

was a significant influence of using Finger Puppet towards students' speaking skill at the first semester of the seventh grade of SMPN 1 Katibung in the Academic Year of 2017/2018.

## **B. Discussion**

Based on the finding of the research, it found that there was a significant influence of using Finger Puppet toward students' speaking skill at the first semester of the seventh grade of SMPN 1 Katibung. It might due to finger puppet the students were highly involved in speaking process since they had to made a dialogue and explore their speaking ability in their life.

Therefore, students' speaking ability is students' capacity to express their ideas, opinions, feelings, and experiences using English with good pronunciation, grammar, vocabulary, fluency, and comprehension. Function Finger Puppet to teach speaking could help the students to speak English more confidence. Also, they felt enjoy and interest when they were learned speaking by Finger Puppet.

The result of the data analysis showed that used of Finger Puppet in teaching speaking as a media seemed to be applicable for the seventh grade of SMPN 1 Katibung. Based on the explanation above it can be concluded that Finger Puppet is very good media that can help to increase students' motivation, participation, confidence and fluency in the spoken English, develop creativity and spontaneity, maximize students' use of English and serves as a fluency activity.

Based on the explanation above it could be concluded that Finger Puppet was very good media that can help to increase students' motivation, participation, confidence and fluency in the spoken English, develop creativity and spontaneity, maximize students' used of English and serves as a fluency activity.

The result of the research that was done by the writer showed that was any influence of using Finger Puppet towards students' speaking skill at the first semester of the seventh grade of SMPN 1 Katibung. It was supported by several previous research that was done by Nilawati (2007) *The Effectiveness of Teaching Vocabulary by Using Puppet at Elementary School Students*, he said likely due to the implementation of using Finger Puppet media in teaching learning process. Second previous was done by Ningtyas discusses Finger Puppet in teaching Descriptive Text, and Maharanny "Shifting Speaking Skill from the Perspective of Students' Self-Esteem". The result of the research showed that puppet is an effective media in teaching speaking. The mean score of the students taught by using Puppet media (81.60) is higher than the mean score of students taught by using Puppet media is (79.12).



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After conducting the research and analyzing the data the writer drew a conclusion as follows: There is a significant influence of using Finger Puppet towards students' speaking skill. Because by seeing the result of the data calculation in the previous chapter where null hypothesis ( ) was rejected, and alternative hypothesis ( ) was accepted, it means that the writer's assumption is true, that is, Finger Puppet can give a significant influence towards students' speaking skill. It was supported by the scores achieved by the students in which they got higher scores after the writer gave the treatment Finger Puppet as a media for teaching speaking. The significant can be seen from Sig (2-tailed) of the equal variance assumed in the independent sample t-test table where the Sig (2-tailed) is 0.03. It is lower than  $\alpha = 0.05$  and its mean its rejected and is accepted. It can be revealed from the hypothetical test, where alternative hypothesis is accepted and null hypothesis is rejected.

## **B. Suggestion**

Based on the result of the research and the advantages of using Finger Puppet in teaching speaking English to the seventh grade of SMPN 1 Katibung the writer would like to give some suggestion.

### **1. Suggestion for the Teacher**

- a. Finger Puppet is recommended for English teachers to attract the students interest and solution in learning process.
- b. The teacher should give more chance to the students to be more active in participating the teaching- learning activity. The teacher can only observe and help the students when they find difficulties.

### **2. Suggestion for the Students**

- a. The students should learn and be more active in speaking English in other to develop their speaking ability in English.
- b. The students should practice the language they have learned with their friends or teacher.

### **3. Suggestion for the School**

The school provides more english books and some teaching media to support the English teacher and students in teaching learning process. The school should provide facilities or other media that used by teacher to increase their ability in teaching.

#### **4. Suggestion for Next Reseacher**

In this research the writer focused on the influence of using *Finger Puppet* towards students' speaking skill. Therefore, it is suggested for the next researcher to investigate the influence of other technique or media towards other English skills such as listening, speaking, reading or writing skill.



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## Appendix 01

### Script Interview of English Teacher in the Preliminary Research

1. Do you have special method or strategies techniques in teaching speaking?
2. Do you always use the techniques in teaching English?
3. Do you have difficulty to teach English?
4. How is student ability in speaking skill?
5. Do you have problem in teaching speaking? What are they?
6. Do you ever use Puppet in teaching speaking?
7. How far the efforts to improve students' speaking?

1. I don't have special method or strategies to teaching speaking, but I just use dialog memorization or discovery learning.
2. I do not always use such techniques as well as the student's ability to adjust.
3. Yes, a lot of the problem, especially in terms of vocabulary.
4. Our students can't speak English. So, the speaking ability is still low.
5. Yes, to teach English this school is very difficult, because the students less in vocabulary and less motivation to studying, especially English.
6. I never use Puppet in learning.
7. Ensure that I do is to provide the text, for example, reading the text they are asked to look for the meaning of the text.



## Appendix 02

### Script Interview of Students in the Preliminary Research

Guideline interview for students:

1. Do you like to learn English?
2. How is your teacher in teaching English?
3. How do you feel when your teacher is teaching?
4. According to you between listening, speaking, reading and writing which is the highest difficulties level? Give a reason!
5. Are you having trouble learning to speak?

No	QUESTION	ANSWER
1	Apakahkamusukabelajarbahasainggris?	<p>Jessi: sayasukabelajarbahasainggris.</p> <p>Hani:</p> <p>sayasukabelajarbahasainggriswalauagaksu lit.</p> <p>Agil: sayasukabelajarbahasainggris.</p> <p>Indonesia:</p> <p>sangatsukabelajarbahasainggriskarenaguru nyabaik.</p>

		<p>Adinda: sayasukabelajarbahsainggris.</p> <p>Fajar:</p> <p>sayasangatsukabelajarbahasainggris.</p> <p>Marhan: sayasukabelajarbahasainggris.</p> <p>Nabila:</p> <p>sayasukabelajarbahasainggriskrenabisadi mengerti.</p> <p>Widi:</p> <p>sukabahasainggriskarenajelasdimengerti.</p>
2	Bgaimanakancaraibugurumudalam mengajarbahasainggris?	<p>Jessi:</p> <p>bisadimengertidanmudahuntukdipahami.</p> <p>Hani:           tegas,           tidakterlaluserius,           </p> <p>sukabercandadanmudahdimengerti.</p> <p>Agil:</p> <p>bisadimengertidengancaramenjelaskan.</p> <p>Indonesia:</p> <p>bisadimengertidanseringmemberikancontoh.</p> <p>Adinda:                           bisa                           di</p> <p>pahamidengancaramenjelaskan.</p>

		<p>Fajar:</p> <p>bisadimengertikarenamenjelaskannyadengan menggunakan bukucetak.</p> <p>Marhan: menerangkandenganjelas di depan kelas.</p> <p>Nabila: dengancaradijelaskan, terus menulis,</p> <p>dankalautidakmengertibolehnanya.</p> <p>Widi: bisadimengertitapibiasasaja.</p>
3	Bagaimanaperasaanmuketikagurumusedangmengajar?	<p>Jessi: sayasenangbalajarbahasainggris.</p> <p>Hani:</p> <p>sayasenangkarenamengajarnya tidakterlalu serius.</p> <p>Agil: senangdibisa di pahami.</p> <p>Indonesia: senangtidaktegang.</p> <p>Adinda: senang, bahagia.</p> <p>Fajar: senangkarenajelasmenjelaskanya.</p> <p>Marhan: senangsekali</p> <p>Nabila: senang.</p> <p>Widi: sayasenang, tapibiasasaja.</p>
4	Menurutkamudianantara listening,	Jessi: speaking yang paling

	<p>speaking, reading dan writing</p> <p>manakah yang paling</p> <p>tinggitingkatkesulitanya?</p>	<p>sulitkarenangomongnyaribet.</p> <p>Hani: speaking, karenamelafalkanyasusah.</p> <p>Agil: writing, nulishuruf-hurufnyasulit.</p> <p>Indonesia: reading,</p> <p>karenacaramembacanyasusah.</p> <p>Adinda: reading,</p> <p>karenamembacapakaibahasainggrissulit.</p> <p>Fajar: reading, tulisanyasulituntukdibaca.</p> <p>Marhan: speaking,</p> <p>karenapengucapanyaharusjelas,</p> <p>tetapibagisayatidakterlalusulit.</p> <p>Nabila: speaking,</p> <p>karenabelumterbiasaberbicaradenganbahasainggris.</p> <p>Widi: speaking,</p> <p>karenakosakatanyabelumbanyaktau.</p>
5	<p>Apakahkamumengalamikesulitanke</p> <p>tikabelajar speaking?</p>	<p>Jessi:</p> <p>sayamengalamikesulitankarenapengucapanyaribet.</p> <p>Hani: sulit, karenacaramembacanyasusah.</p> <p>Agil: lumayansulit.</p>

	<p>Indonesia:</p> <p>sangat sulit karena tulis dan cara pengucapannya berbeda.</p> <p>Adinda: menurut saya biasa saja, dan sedikit sulit.</p> <p>Fajar: belajar speaking kadang-kadang sulit kadang juga tidak.</p> <p>Marhan: menurut saya tidak terlalu sulit.</p> <p>Nabila: menurut saya sulit karena kosakata tidak terlalu bisa.</p> <p>Widi: sulit, karena cara berbicara menggunakan bahasa Inggris belum terbiasa.</p>
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### Appendix 03

#### INSTRUMENT OF PRE-TEST

Class : Experimental Class

Time Allocations : 2 x 40 minute

Instruction:

1. Divided the students into pair.
2. Each pair asked to take each part of the conversation they will be doing.
3. Each pair had time 3 minute to have a conversation
4. Each student speaks orally related to the topic as clearly as they can.

**Topic: Greet, take leave, thank and apologize**

1.	Especially to your friends Example: A: Good Morning Lisa, B: Good Morning, Rudi A: How are you? B: I'm fine, how about you? A: Fine too. B: I have to go to library Rudi. A: Okay, good bye, B: Bye,
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### INSTRUMENT OF PRE-TEST

Class : Control Class

Time Allocation : 2 x 40 minute

Instruction:

1. Divided the students into pair.
2. Each pair asked to take each part of the conversation they will be doing
3. Each pair had 3-4 minute to make and memories the dialog.
4. Perform it in front of the class.
5. Every student expresses the conversation related to the greeting, take leave, apologize and thank.
6. Each student's should practice the conversation orally about the topic.

**Topic: Greet, take leave, thank and apologize**

1.	<p>Especially to your friends</p> <p>Example:</p> <p>A: Hi! How are you today?</p> <p>B: Fine, thanks. Can you help me?</p> <p>A: Sure, what can I do for you?</p> <p>B: Can I borrow your pen?</p> <p>A: Oh why not? This is my pen.</p> <p>B: Thanks you.</p> <p>A: You are welcome. I must go to my class now.</p> <p>See you later.</p> <p>B: See you.</p>
----	--

## Appendix 04

### INSTRUMENT OF POST-TEST

Class : Experimental Class

Time Allocation : 2 x 40 minute

Instruction:

1. Divided the students into pair.
2. Each pair asked to take each part of the conversation they will be doing.
3. Each pair had time 3 minute to have a conversation
4. Each student speaks orally related to the topic as clearly as they can

**Topic: Greet, take leave, thank and apologize**

<p>Especially to your parent</p> <p>Example:</p> <p>A: What time it is Mom?</p> <p>B: It's nine o'clock.</p> <p>B: Thank you.</p> <p>A: It's late. Time for bed.</p> <p>B: Okay, good night Mom.</p> <p>A: Good night, have a nice dream.</p>	<p>Especially to your teacher</p> <p>Example:</p> <p>A: Good morning, sir!</p> <p>B: Good morning,</p> <p>A: How are you?</p> <p>B: Thank, how about you?</p> <p>A: I'm not feeling well, Sir!</p> <p>B: What is the problem!</p> <p>A: I have a headache.</p> <p>B: Get well soon.</p> <p>A: Thank you Sir!</p>
---	--

### INSTRUMENT OF POST-TEST

Class : Control Class

Time Allocation : 2 x 40 minute

Instruction:

1. Divided the students into pair.
2. Each pair asked to take each part of the conversation they will be doing
3. Each pair had 3-4 minute to make and memories the dialog.
4. Perform it in front of the class.
5. Every student expresses the conversation related to the greeting, take leave, apologize and thank.
6. Each student's should practice the conversation orally about the topic

**Topic: Greet, take leave, thank and apologize**

Especially to your parent	Especially to your teacher
Example:	Example:
A: Morning Mom.	Teacher: "Good morning students"
B: Morning dear.	Students: "Good morning sir"
A: I want to breakfast.	Teacher: "How are you today?"
B: Sure. This is your milk and	Students: "We are fine. And you?"
bread.	Teacher: "Fine, too.

A: Thank you Mom.

B: You are welcome.



## Appendix 5.

**The Rating Sheet Score**

No.	Criteria	Rating Score	Comments
		5	Equivalent to that of an educated native speaker.
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		2	Can usually handle elementary construction quite accurately but does not have thorough or confident control of the grammar.
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his/her language.
		5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
		4	Can understand and participate in any conversation within the range of his/her experience with a high degree of precision of vocabulary.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he/she rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express anything but the most elementary needs.
		5	Equivalent to that of an educated native speaker.



		4	Can understand any conversation within the range of his experience.
		3	Comprehension is quite complete at a normal rate of speech.
		2	Can get the gist of most conversations non-technical subjects (i.e., topics that required no specialized knowledge).
		1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech repetition, or paraphrase.
		5	Has complete fluency in the language such that his/her speech is fully accepted native speakers.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
		1	No specific fluency description. Refer to other four language areas for implied level of fluency.
		5	Equivalent to and fully accepted by educated native speakers.
		4	Errors in pronunciation are quite rare.
		3	Errors never interfere with understanding are rarely disturb the native speaker. Accent may be obviously foreign.
		2	Accent is intelligible though often quite faulty.
		1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak his/her language.

## Appendix 06

### Form of Construct Validity

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VII/I

Penelaah : Nurmalasari,S.Pd

Petunjuk pengisian format penelaahan butir soal:

Analisislah instrumen soal berdasarkan semua kriteria yang tertera di dalam format!

Berilah tanda cek (√) pada kolom “ya” bila soal yang ditelaah sudah sesuai dengan kriteria

Berilah tanda cek (√) pada kolom “tidak” bila soal yang ditelaah tidak sesuai dengan kriteria, kemudian tuliskan alasan pada ruang catatan atau pada teks soal dan perbaikannya.

No	Aspek	Ya	Tidak	Catatan
1.	Apakah instrumen sudah sesuai dengan kompetensi dasar dan indikator untuk siswa kelas 7 di semester 1?			
2.	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?			
3.	Apakah instruksi dapat dipahami siswa?			
4.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			
5.	Apakah instruksinya sudah sesuai dengan kisi-kisi?			

Catatan :

Katibung, 2017  
Validator

Nurmalasari, S.Pd

## Appendix 07

### Students' Speaking Score of Seventh Grade of SMP N 1katibung In 2017/2018 Academic Year

#### Class A

No	Name	Score
1	Adelia ispalana salsabila	50
2	Afifah nurhasanah	64
3	Agung prawoto	50
4	Asep sumantri	50
5	Ashruari	68
6	Aulia putra ramadhani	74
7	Bashirah abbas putri	54
8	Cendana pertama immanuel	52
9	Dea amalia	50
10	Eka pratiwi	50
11	Hardiansyah	52
12	Ilham priadi	64
13	Intan Amelia	54
14	Jovan abdi pangestu	50
15	Khusnul khotimah	50
16	Marhan kurnia luchsono	68
17	Martini	58
18	Miftahudin	45
19	Muhamad reyhan	50
20	Nabil ahyan annakhief	50
21	Nadia priliani	58
22	Nadia eksa anisa putri	65
23	Niza hernita harani	64
24	Nopansyah	70
25	Novi rahma safitri	45
26	Nuru isma	50
27	Rafiq dwika mukti	58
28	Rara andika bustami	58
29	Ratna ayu puspita loka	45
30	Ratu agsya bustami	50
31	Risa eka pratiwi	68
32	Shalsya billa	70

## Class B

No	Name	Score
1	Ade Lia Fransiska	58
2	Adelia Cantika	50
3	Adelina Azahra	70
4	Adinda Metaloka	58
5	Aditya Kurnia Akbar	60
6	Arven Tarana	68
7	David Abdul Gopur	50
8	Desi	58
9	Didi Rahma	72
10	Diki Anggara	58
11	Eka Nopiyana	66
12	Fadli Khairul Anwar	68
13	Fajar Mario	50
14	Indonesia Dwi Putri	57
15	Irma Novita	68
16	Isma Rizki Saputra	60
17	Izat Rahma Dhani	68
18	Julian Putra Wijaya	50
19	Lisa Natalia	72
20	Margiono	50
21	Mia Latifah	68
22	Nadinda Ayu Larasati	60
23	Naimah Asriyani	66
24	Natasha Salshabilla	55
25	Purnama Sari	50
26	Putrid Dwijayanti	75
27	Rafli Maulana	50
28	Reno Alfarizi	68
29	Rika Lestari	50
30	Saista Ishabilla Zahra	68
31	Sepia Mahdalena	70
32	Siska Ariyani	50

## Class C

No	Name	Score
1	Ade Aprilia	50
2	Agnes Dwi Mawarni	58
3	Ahmad Ainun Najip	52
4	Ahmad Nazil Parodis	56
5	Ahmad Yalen Saputra	66
6	Alpin Julianto	60
7	Choky Hermanto	55
8	Dani Setiawan	50
9	Dita Kurniyanti	56
10	Dwi Lestari	71
11	Hata Maulana	50
12	Ilham Gustian	56
13	Indra Oktavid	68
14	Liza Gita Yolanda	70
15	Melda Novita Sari	55
16	Mia Audiana	50
17	Muhamad Faisal Alfansi	46
18	Muhamad Sunanda	68
19	Nova Oktaviani	48
20	Nur Fitriana	67
21	Nurlita	68
22	Nurohman	70
23	Prihatini Aprilia Putri	56
24	Pujianti	55
25	Putrid Septiana	45
26	Rafika Wahyuni	50
27	Ramadhon	56
28	Ridho Rahmat	58
29	Riky Anggara	66
30	Risky Aji Pratama	50
31	Sugi Giantoro	50
32	Tiara Anggun Lestari	58

## Class D

No	Name	Score
1	Adelia Puteri	58
2	Adi Pratama	50
3	Agung Pratama Backhen	50
4	Aiwangga Distr Putra	45
5	Anggi Anggreyani	66
6	Ardiyansyah	48
7	Betrand Alviano	45
8	Cleo Patra	60
9	Daryanti Astuti	58
10	Defiana Anggreyani	66
11	Della Rohaini	68
12	Devina Pinka	71
13	Diki Ferdiansyah	58
14	Dudung Turyanto	46
15	Fajar Indra Saputra	50
16	Irfan Saputra	60
17	Jailani	45
18	Karina Dwi Lutfiani	68
19	Khabib Anwar	60
20	M. Habib Pujianto	70
21	M. Zultakbir Adha	60
22	M. Iqbal	55
23	M. Reza Saputra	45
24	Milla Muktiati	52
25	Ovy Oxta Melpia	60
26	Ramanda Diantika	66
27	Rema Aprisia	50
28	Ridho Rizki	58
29	Rizki Ramadhan	56
30	Rosella	50
31	Salwa Fania Salsabila	58
32	Siti Mailiza	55



## Class E

No	Name	Score
1	Ade Rama Satria	48
2	Ainun Jariyah	50
3	Ana Septian	54
4	Anisa Kurnia Ramadanti	66
5	Anisah	71
6	Bagas Ferdiansyah	45
7	Desta Putrid Andinata	55
8	Dia Ayu Wulandari	50
9	Dila Putri Apriani	46
10	Ela Yustika	44
11	Fery Febbry Yanto	50
12	Ibnu Setiawan	56
13	Izazi Marzuki Kholis	46
14	Kurniasih	71
15	Kusnadi	56
16	M. Fikri Afrizal	55
17	Nadia	50
18	Nando Alvian Syah	58
19	Rafi Agustian	50
20	Rama Saputra	56
21	Ratna Novia	58
22	Ratna Wulandari	66
23	Ridho Illahi	50
24	Rio Sandi	55
25	Riya Febriani	60
26	Rully Dwi Dickyawan	45
27	Salda Yanti	48
28	Sebastian Basten	46
29	Septiana	45
30	Siska Puji Lestari	68
31	Syah Robin Aditiya	48
32	Tina Maya Sari	70

## Class F

No	Name	score
1	Agil Guntara	64
2	Ajun Wiratama	45
3	Ariyanti	58
4	Danil Fahri Kuncoro	50
5	Dewi	48
6	Dimas Dermawan	50
7	Ega Talita	68
8	Endang Sulastri	50
9	Fauzi	58
10	Fitri Elisah	55
11	Fitri Kurnia	56
12	Gunawan Surya Tanjung	56
13	Hani Oktaviani	69
14	Heni Indarwati	71
15	Jesi Amanda Putri	56
16	M. Deni Halim Saputra	58
17	Marselawati	44
18	Meliana	54
19	Muhamad Naza Pratama	50
20	Muhammad Danil	55
21	Muhammad Irfan	45
22	Muhammad Andre Prasetyo	48
23	Novita Sari	70
24	Novriansyah	68
25	Rahma Sabila Ana	66
26	Ridho Pusandi	68
27	Rizki Pratama	56
28	Rozak Firmansyah	58
29	Samsul Bahri	57
30	Seftiani	72
31	Sindi Wulandari	56
32	Siti Anisa	50

## Appendix 08

### **SMP NEGERI 1 KATIBUNG SILABUS MATA PELAJARAN BAHASA INGGRIS Kelas VII**

Kompetensi Inti :

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

<b>Kompetensi Dasar</b>	<b>Materi Pokok</b>	<b>Pembelajaran</b>	<b>Penilaian</b>	<b>Aloka si Waktu</b>	<b>Sumber Belajar</b>
1.1.Mensyukuri kesempatan dapat mempelajari bahasa Inggris					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.					
2.2 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.					
2.3 Menunjukkan perilaku					

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.					
3.1. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan	<p><b>Teks lisan untuk sapaan, pamitan, ucapan terimakasih, dan permintaan maaf</b></p> <p><i>Fungsi sosial</i></p> <p>Menjaga hubungan interpersonal dengan guru dan teman</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/ menonton interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf</li> <li>Siswa mengikuti interaksi sapaan, pamitan, ucapan terimakasih, dan</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial sapaan, pamitan, ucapan terimakasih, dan permintaan maaf</li> <li>Tingkat</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.1. Menyusun teks lisan sederhana untuk mengucapkan dan merespon sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi</p>	<p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>Good morning. How are you?, Fine, thank you. And you?</i> dan semacamnya</p> <p>b. <i>Goodbye. Bye. See you later. See you. Take care.</i>, dan semacamnya</p> <p>c. <i>Thank you. You are welcome.</i>, dan semacamnya</p> <p>d. <i>I'm sorry. That's fine, okay. Allright.</i>, dan</p>	<p>permintaan maaf.</p> <ul style="list-style-type: none"> <li>Siswa menirukan model interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa</p>	<p>kelengkapan dan keruntutan struktur teks sapaan, pamitan, ucapan terimakasih, dan permintaan maaf</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja</b></p>		<p>al dengan benar, tepat, dan dengan sikap yang sesuai.</p> <ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD / DVD/ka set</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p>semacamnya</p> <p><i>Unsur kebahasaan</i></p> <p>Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.</p> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas.</p>	<p>mempertanyakan antara lain perbedaan antar berbagai ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dengan bahasa Inggris dalam konteks <i>simulasi, role-play,</i></p>	<p><b>(praktik)</b></p> <ul style="list-style-type: none"> <li>Bermain peran (<i>role play</i>) dalam bentuk interaksi sapaan, pamitan, ucapan terimakasih, dan permintaan maaf.</li> <li>Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam ungkapan sapaan, pamitan,</li> </ul>		<ul style="list-style-type: none"> <li>Teks atau latihan dari buku teks Bahasa Inggris</li> <li>Teks dari buku non-teks</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/aes/">http://americanenglish.state.gov/files/aes/</a></li> </ul> </li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antar ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf dalam bahasa Inggris dan dalam bahasa siswa.</li> </ul>	<p>ucapan terima kasih, dan permintaan maaf serta responnya</p> <p><b>Observasi:</b></p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan terimakasih, dan</li> </ul>		<p><a href="#">resource_files</a></p> <p>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyapa, berpamitan, mengucapkan</li> </ul>	<p>meminta maaf ketika muncul kesempatan .</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Kesantunan dan kepedulian dalam melaksanakan komunikasi</li> </ul> <p><b>Penilaian diri:</b> Bentuk: jurnal belajar</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		terimakasih, dan meminta maaf dalam jurnal belajar sederhana			
<p>3.2 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan perkenalan diri, serta responnya, sesuai dengan konteks penggunaannya.</p> <p>4.2 Menyusun teks lisan dan tulis sederhana untuk</p>	<p><b>Teks lisan dan tulis sederhana untuk menyatakan, menanyakan, dan merespon perkenalan diri</b></p> <p><i>Fungsi sosial</i> Memperkenalkan diri untuk menjalin hubungan interpersonal dengan guru dan teman</p> <p><i>Struktur teks</i> <i>My name is ..., I'm ..., I live in ... , What's your</i></p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/ menonton interaksi perkenalan diri</li> <li>Siswa mengikuti interaksi perkenalan diri</li> <li>Siswa menirukan model interaksi perkenalan diri.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi perkenalan diri (fungsi sosial, struktur teks, dan</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial perkenalan diri</li> <li>Tingkat kelengkapan dan keruntutan struktur teks perkenalan diri</li> <li>Tingkat ketepatan unsur kebahasaan:</li> </ul>	4 JP	<ul style="list-style-type: none"> <li>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
menyatakan, menanyakan, dan merespon pengenalan diri, dengan sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p><i>name?, Where do you live?, Nice to meet you, How do you do, ... dan semacamnya.</i></p> <p><i>Unsur kebahasaan</i></p> <ul style="list-style-type: none"> <li>• Kosakata,</li> <li>• Tata bahasa (<i>be, have</i>, kata ganti I, he, she, they; kata ganti kepunyaan, my, your, his, their)</li> <li>• ucapan,</li> <li>• tekanan kata,</li> <li>• dan intonasi.</li> </ul> <p><i>Topik</i></p> <p>Berbagai hal terkait dengan interaksi antara guru dan siswa</p>	<p>unsur kebahasaan).</p> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antara ungkapan pengenalan diri dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa memperkenalkan diri dengan bahasa Inggris dalam</p>	<p>tata bahasa, kosakata, ucapan, tekanan kata, intonasi</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <ul style="list-style-type: none"> <li>• Bermain peran (role play) dalam bentuk interaksi pengenalan diri.</li> <li>• Ketepatan dan kesesuaian menggunakan struktur teks dan unsur</li> </ul>		<p>yang sesuai.</p> <ul style="list-style-type: none"> <li>• Contoh peragaan dalam bentuk rekaman CD/VCD / DVD/kaset</li> <li>• Contoh interaksi tertulis</li> <li>• Contoh teks tertulis</li> <li>• Teks atau latihan dari buku teks Bahasa</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	selama proses pembelajaran, di dalam maupun di luar kelas.	<p>konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan pengenalan diri yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antara ungkapan pengenalan diri dalam bahasa Inggris dan dalam bahasa siswa.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan</li> </ul>	<p>kebahasaan dalam interaksi pengenalan diri serta responnya</p> <p><b>Observasi:</b></p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk memperkenalkan diri ketika muncul kesempatan</li> </ul>		<p>Inggris</p> <ul style="list-style-type: none"> <li>Teks dari buku non-teks</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailymail.co.uk">www.dailymail.co.uk</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resources/files">http://americanenglish.state.gov/files/ae/resources/files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org">http://learnenglish.britishcouncil.org</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>teman tentang fungsi sosial dan unsur kebahasaan.</p> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa memperkenalkan diri dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memperkenalkan diri dalam jurnal belajar (<i>learning journal</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Perilaku santun, peduli, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul> <p><b>Penilaian diri:</b></p> <ul style="list-style-type: none"> <li>Bentuk: jurnal belajar</li> </ul>		<a href="#">g/en/</a>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>3.3 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks untuk menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</p> <p>4.3 Menyusun teks lisan dan tulis untuk</p>	<p><b>Teks lisan dan tulis menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</b></p> <p><i>Fungsi sosial</i></p> <p>Menyadari pentingnya nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun untuk mengelola kehidupan manusia</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</li> <li>Siswa mengikuti interaksi menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</li> <li>Siswa menirukan contoh-contoh kalimat</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penyebutan dan menanyakan nama hari, bulan, nama waktu dalam bentuk angka, tanggal, dan tahun</li> <li>Tingkat kelengkapan dan keruntutan struktur teks</li> <li>Tingkat</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai.</li> <li>Contoh peragaan</li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
menyatakan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan unsur kebahasaan yang benar dan sesuai konteks.	<p><i>Struktur teks</i></p> <p>a. <i>What day is it today? It's Monday today. It is Tuesday tomorrow. When do we have English?</i>, dan semacamnya.</p> <p>b. <i>What month is it? What month is before July? After March is April. I was born in January</i>, dan semacamnya</p> <p>c. <i>in the morning, at noon, in the afternoon, in the evening, at</i></p>	<p>menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun.</p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan</p>	<p>ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <ul style="list-style-type: none"> <li>Bermain peran (role play) dalam bentuk interaksi menyebutkan nama hari, bulan, nama waktu</li> </ul>		<p>dalam bentuk rekaman CD/VCD / DVD/ka set</p> <ul style="list-style-type: none"> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Teks atau latihan dari buku teks Bahasa Inggris</li> <li>Teks dari buku</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>night, at midnight</i></p> <p>d. <i>What time is it? What time do we have English on Tuesday? one to thirty, half past eight, a quarter to five, dan seterusnya</i></p> <p>e. <i>What date is it? What date is the Kartini Day? When were you born? the first, the second, the third, the fourth, the fifth, the twenty first dan seterusnya</i></p> <p>f. <i>What year is it?</i></p>	<p>dan arahan guru, siswa mempertanyakan perbedaan kalimat menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa Inggris, dan perbedaan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari,</li> </ul>	<p>dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam</li> </ul>		<p>non-teks</p> <ul style="list-style-type: none"> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li><a href="http://americanenglish.state.gov/files/americanenglish/resource_files">http://americanenglish.state.gov/files/americanenglish/resource_files</a></li> <li><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>When were you born? Nineteen ninety eight. Two thousand and three.</i> dan sebagainya.</p> <p>Unsur kebahasaan:</p> <p>(1) Kata terkait hari, bulan, waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun</p> <p>(2) Kata kerja dalam simple present tense: <i>be, have.</i></p> <p>(3) Kata tanya <i>What, When</i></p> <p>(4) Kata ganti <i>it</i></p>	<p>waktu dalam bentuk angka, tanggal, dan tahun dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <ul style="list-style-type: none"> <li>Siswa berusaha menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa Inggris selama proses pembelajaran.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan antara menyebutkan dan</li> </ul>	<p>bentuk angka, tanggal, dan tahun</p> <p><b>Observasi:</b></p> <p>Penilaian untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari,</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dan artikel <i>the</i>.</p> <p>(5) <i>Cardinal number</i> dan <i>ordinal number</i></p> <p>(6) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</p> <p><i>Topik</i></p> <p>Hari, tanggal, jam, bulan, tahun, dsb., yang penting dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku</p>	<p>menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam bahasa ibu atau bahasa Indonesia.</p> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan</li> </ul>	<p>waktu dalam bentuk angka, tanggal, dan tahun ketika muncul kesempatan .</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Perilaku santun, peduli, jujur, disiplin, percaya diri, dan bertanggung</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	disiplin, percaya diri, tanggung jawab, dan jujur.	dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun dalam jurnal belajarnya.	g jawab dalam melaksanakan komunikasi  <b>Penilaian diri:</b> Bentuk: jurnal belajar		
3.4 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai	<b>Teks lisan dan tulis untuk memaparkan jati diri</b>  <i>Fungsi sosial</i>  Mengenalkan, menyebutkan identitas, untuk menjalin hubungan antar	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan/ menonton interaksi memaparkan jati diri</li> <li>Siswa mengikuti interaksi memaparkan jati diri.</li> <li>Siswa menirukan</li> </ul>	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial memaparkan jati diri</li> <li>Tingkat kelengkapan</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dengan konteks penggunaan nya.</p> <p>4.4 Menangkap makna pemaparan jati diri lisan dan tulis sangat pendek dan sederhana.</p> <p>4.5 Menyusun teks lisan dan tulis untuk memaparkan dan menanyakan jati diri, dengan sangat pendek dan sederhana, dengan</p>	<p>pribadi dengan guru dan teman</p> <p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p>a. <i>My name is Arif, a-r-i-f. My father is Mr. Zainal. How do you spell your name? Who is she? I have two sisters, Siska and Muti. Is she your friend?</i> dan seterusnya</p> <p>b. <i>My dad is a nurse? He helps the doctors. His father is a gardener. She is the janitor, and</i></p>	<p>model interaksi memaparkan jati diri.</p> <ul style="list-style-type: none"> <li>Siswa membaca beberapa kartu identitas</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi memaparkan jati diri (fungsi sosial, struktur teks, dan unsur kebahasaan)</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara memaparkan jati diri dalam bahasa</p>	<p>dan keruntutan struktur teks memaparkan jati diri</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <ul style="list-style-type: none"> <li>Melakukan simulasi untuk berinteraksi</li> </ul>		<p>transaksional dan fungsional dengan benar, tepat, dan dengan sikap yang sesuai.</p> <ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD / DVD/ka set</li> <li>Contoh interaksi tertulis</li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p><i>she cleans the classrooms., dan semacamnya.</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Nama status hubungan keluarga dan kekerabatan</p> <p>(2) Nama profesi pekerjaan.</p> <p>(3) Kata tanya <i>Who? Which? How?</i></p> <p>(4) Kata ganti <i>I, you, we, she, it, they, we.</i> dan seterusnya.</p> <p>(5) Kata ganti <i>my, your, our, her, their, his,</i> dan seterusnya.</p>	<p>Inggris, dengan perbedaan ungkapan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa memaparkan jati diri dengan bahasa Inggris dalam konteks <i>simulasi</i> dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan memaparkan jati diri yang telah dipelajari dengan yang ada di</li> </ul>	<p>memaparkan jati diri</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam memaparkan jati diri</li> </ul> <p><b>Observasi:</b></p> <p>Penilaian untuk tujuan memberi balikan.</p> <p>Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris</li> </ul>		<ul style="list-style-type: none"> <li>Contoh teks tertulis</li> <li>Teks atau latihan dari buku teks Bahasa Inggris</li> <li>Teks dari buku non-teks</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish">http://americanenglish</a></li> </ul> </li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(6) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, work, live</i>, dan sebagainya.</p> <p>(7) Penyebutan kata benda singular dan plural (-s), dan <i>children</i></p> <p>(8) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik kalimat</i></p> <p>Diri sendiri, orang tua,</p>	<p>berbagai sumber lain.</p> <ul style="list-style-type: none"> <li>Siswa membandingkan antara ungkapan memaparkan jati diri dalam bahasa Inggris dan dalam bahasa siswa.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa memaparkan jati diri dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan</li> </ul>	<p>untuk memaparkan jati diri ketika muncul kesempatan .</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Perilaku santun, peduli, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan</li> </ul>		<p><a href="http://sh.state.gov/files/ae/resource_files">sh.state.gov/files/ae/resource_files</a></p> <p>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	kakak, adik, famili, tetangga, dan orang terdekat lainnya, dengan memberikan keteladanan tentang perilaku disiplin, percaya diri, tanggung jawab, dan jujur.	dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar ( <i>learning journal</i> ).	an komunikasi <b>Penilaian diri:</b> Bentuk: jurnal belajar		
3.5 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan nama dan	<b>Teks lisan dan tulis untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari</b>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca banyak kalimat menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik, dalam berbagai konteks.</li> </ul>	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial menyebutkan dan menanyakan nama dan jumlah binatang,</li> </ul>	24 JP	<ul style="list-style-type: none"> <li>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari.</p> <p>4.6 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan nama binatang, benda, dan bangunan publik yang dekat dengan kehidupan</p>	<p><i>Fungsi sosial</i> Mengenalkan, mengidentifikasi.</p> <p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan tata bahasanya) <i>It's my cricket. They are my cats. There are many fireflies in the farm., What is it? Are they your toys? Which one is your book? How many cows do you have? The hospital is near the post office. The police station is in the</i></p>	<ul style="list-style-type: none"> <li>Siswa mengikuti interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik selama proses pembelajaran, dengan bimbingan guru.</li> <li>Siswa menirukan contoh-contoh kalimat yang menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi</li> </ul>	<p>benda, dan bangunan publik</p> <ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan struktur teks Menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik</li> <li>Tingkat ketepatan unsur kebahasaan : tata bahasa, kosa kata,</li> </ul>		<p>fungsional dengan benar, tepat, dan dengan sikap yang sesuai.</p> <ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD / DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p><i>corner</i>. dan semacamnya.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Nama benda dan binatang di sekitar rumah dan sekolah siswa: <i>hen, chicks, house lizard, dragon fly, cockroaches, mosquitoes</i>.</p> <p>(2) Nama bangunan umum: the post office, the bank, the hospital.</p> <p>(3) Kata tanya <i>What? Which one? How</i></p>	<p>ciri-ciri kalimat yang menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik (fungsi sosial, struktur teks, dan unsur kebahasaan).</p> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar penyebutan dan pertanyaan nama dan jumlah binatang, benda, dan bangunan publik yang ada dalam bahasa Inggris, dengan</p>	<p>ucapan, tekanan kata, intonasi</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <ul style="list-style-type: none"> <li>Bermain peran (role play) dalam bentuk interaksi menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</li> <li>Ketepatan dan</li> </ul>		<p>tertulis</p> <ul style="list-style-type: none"> <li>Teks atau latihan dari buku teks Bahasa Inggris</li> <li>Teks dari buku non-teks</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailymail.com">www.dailymail.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/americanenglish/content/americanenglish_000001.pdf">http://americanenglish.state.gov/files/americanenglish/content/americanenglish_000001.pdf</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>many?</i></p> <p>(4) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(5) Kata ganti <i>it, they, this, that, those, these</i>.</p> <p>(6) Ungkapan <i>There is/are..., Are there ...?</i></p> <p>(7) Kata kerja yang menunjuk tindakan yang sangat lazim dan terkait dalam simple present tense: <i>be, have, go, play, get, take,</i></p>	<p>yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</li> <li>Siswa berusaha menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dalam</li> </ul>	<p>kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik.</p> <p><b>Observasi:</b></p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Upaya</li> </ul>		<p><a href="http://les/ae/resource_files">les/ae/resource_files</a></p> <p>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>dan sebagainya.</p> <p>(8) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik</i></p> <p>Benda, binatang, bangunan umum yang terdapat di lingkungan siswa, dengan memberikan keteladanan tentang perilaku ramah lingkungan, percaya diri, dan tanggung jawab.</p>	<p>bahasa Inggris selama proses pembelajaran</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik yang telah dipelajari dengan ungkapan-ungkapan lainnya.</li> <li>Siswa membandingkan antara ungkapan menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan</li> </ul>	<p>menggunakan bahasa Inggris untuk menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik ketika muncul kesempatan .</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>Perilaku</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>publik dalam bahasa Inggris dengan ungkapan keharusan dalam bahasa ibu atau bahasa Indonesia.</p> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyebutkan dan menanyakan nama dan jumlah binatang, benda, dan bangunan publik dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris menyebutkan dan menanyakan nama</li> </ul>	<p>santun, peduli, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</p> <p><b>Penilaian diri:</b></p> <ul style="list-style-type: none"> <li>Bentuk: jurnal belajar</li> </ul>		



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dan jumlah binatang, benda, dan bangunan publik dalam jurnal belajarnya.			
3.11 Memahami fungsi sosial dan unsur kebahasaan dalam lagu. 4.14 Menangkap makna lagu.	<b>Lagu</b> <i>Fungsi sosial</i> Menghibur, mengungkapkan perasaan, menghayati pesan moral  <i>Unsur kebahasaan</i> (1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan dan membaca berbagai lagu berbahasa Inggris sambil mengamati tulisannya</li> <li>Siswa menirukan pengucapan dengan menyanyikan sesuai dengan lagu yang didengar</li> </ul> <b>Menanya</b> Dengan bimbingan dan arahan guru, siswa mempertanyakan	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial lagu</li> <li>Tingkat ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi</li> </ul> <b>CARA</b>	8 JP	<ul style="list-style-type: none"> <li>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>lagu.</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Hal-hal yang memberikan keteladanan tentang perilaku yang menginspirasi.</p>	<p>antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, dan perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan lirik lagu yang disalin kepada teman sebangku</li> <li>Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat</li> <li>Siswa berdiskusi tentang pesan lagu</li> </ul>	<p><b>PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>menyanyikan lagu dengan ucapan yang tepat.</p> <p><b>Observasi:</b></p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>Upaya menggunakan bahasa Inggris untuk menampilkan lagu dan memahami makna lagu tersebut</li> </ul>		<p>dengan sikap yang sesuai.</p> <ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD / DVD/ka set</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Teks atau latihan dari buku</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>yang dibaca</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Secara berkelompok siswa membandingkan pesan yang terdapat dalam beberapa lagu yang dibaca/didengar</li> <li>• Siswa membuat kumpulan lagu-lagu yang memberi keteladanan dengan menyalinnya.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa melaporkan kumpulan lagu yang disalin dan sudah dianalisis pesan di dalam lagu-lagu tersebut.</li> <li>• Antarsiswa</li> </ul>	<p>dalam berbagai kesempatan</p> <ul style="list-style-type: none"> <li>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> </ul> <p><b>Penilaian Sejawat</b></p>		<p>teks Bahasa Inggris</p> <ul style="list-style-type: none"> <li>• Teks dari buku non-teks</li> <li>• Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/aer/resources/files">http://americanenglish.state.gov/files/aer/resources/files</a></li> <li>- <a href="http://learnenglish.br">http://learnenglish.br</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		melakukan penilaian terhadap kumpulan lagu yang dibuat.	Bentuk: komentar,		<a href="http://itishcouncil.org/en/">itishcouncil.org/en/</a>
<p>3.6 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks label nama (<i>label</i>) dan daftar barang (<i>list</i>), sesuai dengan konteks penggunaannya.</p> <p>4.7 Menyusun teks tulis label nama (<i>label</i>) dan daftar</p>	<p><b>Teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>)</b></p> <p><i>Fungsi sosial</i> Mengenalkan, mengidentifikasi, menginventarisasi.</p> <p><i>Struktur text</i> Nama benda, dengan atau tanpa jumlah.</p> <p><i>Unsur kebahasaan</i> (1) Artikel <i>a</i>,</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/mendengar berbagai nama-nama benda/daftar barang sesuai dengan pengelompokannya dengan memperhatikan fungsi sosial, struktural teks dan unsur kebahasaan</li> <li>Siswa meniru/menyalin beberapa nama benda/daftar barang secara terbimbing.</li> </ul> <p><b>Menanya</b></p>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks label nama dan daftar barang</li> <li>Tingkat kelengkapan dan keruntutan struktur teks</li> <li>Tingkat ketepatan unsur</li> </ul>	8 JP	<ul style="list-style-type: none"> <li>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
barang ( <i>list</i> ), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	<p>kata benda plural</p> <p>(2) angka kardinal, 1 s.d. 100, <i>one, two, three, ... one hundred</i></p> <p>(3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Benda-benda di</p>	<ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar ucapan, tekanan kata, intonasi dari nama-nama benda ketika mempresentasikan secara lisan</li> <li>Siswa memperoleh pengetahuan tambahan tentang fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan/penyampaian dari berbagai sumber.</li> </ul> <p><b>Mengeksplorasi</b></p>	<p>kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>Tingkat kesesuaian format penulisan/penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Observasi:</b></p> <p>Penilaian untuk tujuan memberi balikan</p>		<p>yang sesuai.</p> <ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD / DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Teks atau latihan dari buku teks Bahasa</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, peduli, pola hidup sehat, dan ramah lingkungan.</p> <p><i>Multimedia:</i></p> <p>Layout dan dekorasi yang membuat tampilan teks lebih menarik.</p>	<ul style="list-style-type: none"> <li>Siswa membaca/mendengar/ menuliskan label nama (<i>label</i>) dan daftar barang (<i>list</i>), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Dalam kerja kelompok terbimbing siswa menganalisis teks dengan memperhatikan fungsi sosial, ungkapan dan struktur teks, unsur kebahasaan, serta format penulisan dari jenis teks yang</li> </ul>	<p>Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi</li> <li>Ketepatan dan kesesuaian dalam menulis teks tulis label nama (<i>label</i>) dan daftar barang (<i>list</i>)</li> <li>Kesungguh</li> </ul>		<p>Inggris</p> <ul style="list-style-type: none"> <li>Teks dari buku non-teks</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/aer/resource_files">http://americanenglish.state.gov/files/aer/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org">http://learnenglish.britishcouncil.org</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>sedang dipelajari.</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan dari guru dan teman tentang karya yang dihasilkan/pesan yang ditangkap dan disampaikan, dll.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyapa, berpamitan,</li> </ul>	<p>an siswa dalam proses pembelajaran di setiap tahapan.</p> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar yang mendukung proses pembelajaran.</li> <li>Kumpulan karya siswa yang mendukung proses penulisan teks tulis label nama (<i>label</i>) dan</li> </ul>		<a href="#">g/en/</a>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		mengucapkan terimakasih, dan meminta maaf dalam jurnal belajar ( <i>learning journal</i> ).	daftar barang ( <i>list</i> ) <ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> </ul> <b>Penilaian Diri</b> <ul style="list-style-type: none"> <li>Jurnal belajar</li> </ul>		
3.7 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan sifat orang, binatang, benda	<b>Teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</b>  <i>Fungsi sosial</i> Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi  <i>Struktur teks</i>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa mendengarkan/ membaca berbagai teks untuk menyatakan dan menanyakan sifat orang, binatang, benda</li> <li>Siswa mengikuti interaksi teks untuk menyatakan dan menanyakan sifat orang, binatang, dan</li> </ul>	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks menyatakan dan menanyakan sifat orang, binatang, dan benda</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya.</p> <p>4.8 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>(ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)</p> <p><i>young, old, clever, big, small, easy, difficult, dilligent, tired, tall, short, beautiful, dan sebagainya.</i></p> <p><i>It's..., They're..., I'm..., dan sebagainya.</i></p> <p><i>Is it small? What is he like? What are they like? Are you tired? What do you think? dan sebagainya.</i></p> <p><i>Unsur kebahasaan</i></p>	<p>benda</p> <ul style="list-style-type: none"> <li>Siswa menirukan model teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</li> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan</p>	<ul style="list-style-type: none"> <li>Tingkat kelengkapan dan keruntutan struktur teks</li> <li>Tingkat ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul>		<p>dengan benar, tepat, dan dengan sikap yang sesuai.</p> <ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD / DVD/kaset</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Teks</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>(1) Kata tanya <i>What? Which? How?</i></p> <p>(2) Nama benda-benda dan hewan yang sangat lazim di sekitar rumah dan sekolah dan terkait sifatnya.</p> <p>(3) Kata ganti <i>it, they, this, that, those, these.</i></p> <p>(4) Kata kerja dalam simple present tense: <i>be, have.</i></p> <p>(5) Ucapan, tekanan kata,</p>	<p>antara lain perbedaan antar berbagai ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda sesuai dengan konteks penggunaannya dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b> Siswa berlatih membuat kalimat untuk menyatakan dan menanyakan</p>	<p>n</p> <p><b>CARA PENILAIAN:</b></p> <p><b>Observasi:</b> Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>• Menunjukkan perilaku santun, peduli, jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi</li> </ul>		<p>atau latihan dari buku teks Bahasa Inggris</p> <ul style="list-style-type: none"> <li>• Teks dari buku non-teks</li> <li>• Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailymenglish.com">www.dailymenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/americanenglish/resources">http://americanenglish.state.gov/files/americanenglish/resources</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik</i></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p>	<p>sifat orang, binatang, benda dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan ungkapan untuk menyatakan dan menanyakan sifat orang, binatang, benda yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antar ungkapan untuk menyatakan dan menanyakan sifat orang,</li> </ul>	<ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian dalam menulis teks untuk menyatakan dan menanyakan sifat orang, binatang, dan benda</li> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan</li> </ul>		<p><a href="#">e files</a></p> <p>- <a href="http://learnenglish.itishcouncil.org/en/">http://learnenglish.itishcouncil.org/en/</a></p>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>binatang, benda dalam bahasa Inggris dan dalam bahasa siswa.</p> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan sifat orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan dan menanyakan sifat orang, binatang, dan benda sesuai dengan konteks penggunaannya</li> </ul>	<p>belajar yang mendukung proses pembelajaran.</p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar menyusun teks untuk menyatakan dan menanyakan sifat orang, binatang, benda</li> <li>Kumpulan hasil tes</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dalam jurnal belajar ( <i>learning journal</i> ).	dan latihan. <b>Penilaian Diri</b> Jurnal belajar		
3.8 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada teks untuk menyatakan dan menanyakan tingkah laku/tindakan/ fungsi dari orang, binatang, dan benda	<p><b>Teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/ fungsi dari orang, binatang, dan benda</b></p> <p><i>Fungsi sosial</i> Mengidentifikasi, mengenalkan, memuji, mencela, mengagumi</p> <p><i>Struktur teks</i> (ungkapan hafalan, tidak perlu dijelaskan</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa mendengarkan/ membaca kalimat untuk menyatakan dan menanyakan tingkah laku/ tindakan/ fungsi orang, binatang, benda.</li> <li>Siswa mengikuti interaksi menyatakan dan menanyakan tingkah laku/ tindakan/ fungsi orang, binatang, benda.</li> <li>Siswa menirukan model kalimat</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks</li> <li>Tingkat kelengkapan dan keruntutan struktur teks</li> <li>Tingkat ketepatan unsur kebahasaan : tata bahasa,</li> </ul>	12 JP	<ul style="list-style-type: none"> <li>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap</li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>penggunaannya.</p> <p>4.9 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda, dengan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>tata bahasanya)</p> <p><i>We exercise in the morning. The cat jumps to the tree., We don't say bad words. He doesn't like noodles., dan sebagainya.</i></p> <p><i>What do you do every morning? Do you help your dad? Where do you put your shoes? When does she clean up her house? Where does the dog poo? dan sebagainya.</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Kata tanya dan</p>	<p>untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda.</p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri ungkapan untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda (fungsi sosial, struktur teks, dan unsur kebahasaan).</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa</p>	<p>kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>Tingkat kesesuaian format penulisan/penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <ul style="list-style-type: none"> <li>Simulasi dalam bentuk interaksi menyatakan dan</li> </ul>		<p>yang sesuai.</p> <ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD / DVD/ka set</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Teks atau latihan dari buku teks Bahasa</li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>pernyataan negatif  <i>What? Do you ...? Does he ...? He doesn't ... They don't ...</i></p> <p>(2) Penyebutan kata kerja yang sangat lazim dan terkait dalam simple present tense untuk menyatakan kebiasaan, tanpa dan dengan -s.</p> <p>(3) Preposisi: <i>in, at, on</i> untuk menunjukkan tempat</p> <p>(4) Preposisi <i>in,</i></p>	<p>mempertanyakan antara lain perbedaan antar kalimat untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <p><b>Mengeksplorasi</b></p> <p>Siswa menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang,</p>	<p>menanyakan tingkah laku/tindakan/fungsi dari orang, binatang, dan benda</p> <p><b>Observasi:</b></p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>• Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai,</li> <li>• Ketepatan dan kesesuaian</li> </ul>		<p>Inggris</p> <ul style="list-style-type: none"> <li>• Teks dari buku non-teks</li> <li>• Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailylifeenglish.com">www.dailylifeenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/americanenglish/files">http://americanenglish.state.gov/files/americanenglish/files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org">http://learnenglish.britishcouncil.org</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>at, on</i> untuk menunjukkan waktu</p> <p>(5) Ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan.</p> <p><i>Topik</i></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah</p>	<p>benda dengan bahasa Inggris dalam konteks <i>simulasi, role-play</i>, dan kegiatan lain yang terstruktur.</p> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa membandingkan kalimat untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda yang telah dipelajari dengan yang ada di berbagai sumber lain.</li> <li>Siswa membandingkan antar kalimat untuk menyatakan</li> </ul>	<p>dalam menulis kalimat untuk menyatakan dan menanyakan tingkah laku/tindakan/fungsi orang, binatang, benda</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan</li> </ul>		<a href="#">g/en/</a>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	lingkungan.	<p>dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam bahasa Inggris dan dalam bahasa siswa.</p> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dengan bahasa Inggris, di dalam dan di luar kelas.</li> <li>Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan</li> </ul>	<p>belajar yang mendukung proses pembelajaran.</p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar untuk menyatakan dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda</li> <li>Kumpulan hasil tes</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		dan menanyakan tingkah laku/ tindakan/fungsi orang, binatang, benda dalam jurnal belajar ( <i>learning journal</i> ).	dan latihan. <b>Penilaian Diri</b> Jurnal atau format khusus,		
3.9 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks instruksi ( <i>instruction</i> ), tanda atau rambu ( <i>short notice</i> ), tanda peringatan ( <i>warning/caution</i> ), lisan dan tulis	<b>Teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis</b>  <i>Fungsi sosial</i>  Mencapai tujuan, menjaga ketertiban dan keselamatan pribadi dan	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa membaca beberapa teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dari berbagai sumber</li> <li>Siswa mengamati fungsi sosial, struktur, dan unsur kebahasaan teks instruksi (<i>instruction</i>), tanda</li> </ul>	<b>KRITERIA PENILAIAN:</b> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks</li> <li>Tingkat kelengkapan dan keruntutan struktur teks instruksi, tanda atau</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksiional dan fungsional dengan benar,</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dengan konteks penggunaannya.</p> <p>4.10 Menangkap makna teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), lisan dan tulis sangat pendek dan sederhana</p> <p>4.11 Menyusun teks instruksi</p>	<p>publik.</p> <p><i>Struktur teks</i></p> <p>Ungkapan baku dari sumber-sumber otentik:</p> <p>a. Instruksi: <i>Read the report carefully. No students should be late. Always come on time. Shake well before use.</i></p> <p>b. Rambu (<i>short notice</i>): <i>Keep the room clean and tidy. Keep door closed at all times. Do not enter. An email has been received. No mobile phones</i></p>	<p>atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dari berbagai sumber.</p> <ul style="list-style-type: none"> <li>Siswa belajar membaca memindai untuk mendapatkan informasi tertentu dari teks (<i>scanning</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna</li> </ul> <p><b>Menanya</b></p> <p>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain</p>	<p>rambu, tanda peringatan</p> <ul style="list-style-type: none"> <li>Tingkat ketepatan unsur kebahasaan : tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</li> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA</b></p>		<p>tepat, dan dengan sikap yang sesuai.</p> <ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD / DVD/ka set</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Teks atau latihan</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
( <i>instruction</i> ), tanda atau rambu ( <i>short notice</i> ), tanda peringatan ( <i>warning/caution</i> ), lisan dan tulis, sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	<p><i>in the library.</i></p> <p>c. Peringatan (<i>warning/caution</i>): <i>Caution - Very hot water. Danger, 240 volts. Slippery when wet. Warning - Dangerous chemicals.</i></p> <p>Unsur kebahasaan</p> <p>(1) Kata dan tata bahasa yang lazim digunakan</p> <p>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</p> <p>(3) Ucapan,</p>	<p>perbedaan antar berbagai teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>), dalam bahasa Inggris, perbedaannya dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan cara menemukan informasi tertentu dalam teks instruksi (<i>instruction</i>), tanda</li> </ul>	<p><b>PENILAIAN:</b></p> <p><b>Observasi:</b></p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai,</li> <li>Ketepatan dan kesesuaian dalam menulis teks instruksi (<i>instruction</i>),</li> </ul>		<p>dari buku teks Bahasa Inggris</p> <ul style="list-style-type: none"> <li>Teks dari buku non-teks</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://">http://</a></li> </ul> </li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>tekanan kata, intonasi, ketika mempresentasikan secara lisan</p> <p><i>Topik</i></p> <p>Tindakan di sekolah dan di rumah dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p> <p><i>Multimedia:</i></p> <p>Layout dan dekorasi yang membuat tampilan teks</p>	<p>atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>)</p> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membacakan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) kepada teman dan guru dengan tekanan, intonasi, dan pengucapan yang tepat.</li> <li>Siswa berlatih menemukan informasi tertentu dan rinci dalam teks instruksi (<i>instruction</i>), tanda</li> </ul>	<p>tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>)</p> <ul style="list-style-type: none"> <li>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>Kumpulan catatan kemajuan belajar siswa dalam menghasilkan teks</li> </ul>		<a href="http://learnenglish.britishcouncil.org/en/">learnenglish.britishcouncil.org/en/</a>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	lebih menarik	<p>atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>)</p> <ul style="list-style-type: none"> <li>Siswa menulis/menyalin teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda</li> </ul>	<p>instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) berupa:draft, revisi, dan editing</p> <ul style="list-style-type: none"> <li>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar teks instruksi (<i>instruction</i>), tanda atau rambu</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>peringatan (<i>warning/ caution</i>) yang ditulis.</p> <ul style="list-style-type: none"> <li>Siswa melakukan perbaikan terhadap teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/ caution</i>) yang ditulis berdasarkan masukan dari teman dan guru</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>Siswa menganalisis berbagai teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan</li> </ul>	<p>(<i>short notice</i>), tanda peringatan (<i>warning/ caution</i>)</p> <ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> <li>Catatan atau rekaman evaluasi diri dan evaluasi sejawat, berupa komentar, checklist, penilaian.</li> </ul> <p><b>Penilaian Diri</b></p> <p>Bentuk: format khusus atau bentuk</p>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>(<i>warning/ caution</i>) dan membandingkannya dengan contoh yang diberikan.</p> <ul style="list-style-type: none"> <li>• Siswa menganalisis bentuk kalimat yang digunakan dalam teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/ caution</i>)</li> <li>• Dalam kerja kelompok terbimbing siswa membahas kesulitan yang dihadapi pada saat membaca dan menulis teks instruksi</li> </ul>	penilaian lain.		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>(<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) dalam bahasa Inggris dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan</p> <ul style="list-style-type: none"> <li>Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap permasalahan yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>Siswa menggunakan kalimat perintah</li> </ul>			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<p>dalam menulis teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>)</p> <ul style="list-style-type: none"> <li>Siswa mempresentasikan teks instruksi (<i>instruction</i>), tanda atau rambu (<i>short notice</i>), tanda peringatan (<i>warning/caution</i>) yang sudah diperbaiki berdasarkan masukan dari guru dan teman</li> <li>Siswa menyampaikan kesimpulan hasil belajar secara lisan</li> </ul>			

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
3.10Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana,	<p><b>Teks deskriptif lisan dan tulis, tentang orang, binatang, dan benda,</b></p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, dsb.</p> <p><i>Struktur text</i></p> <p>a. Penyebutan nama orang, binatang, benda dan nama bagian-bagiannya</p>	<p><b>Mengamati</b></p> <ul style="list-style-type: none"> <li>Siswa membaca /mendengarkan/ menonton berbagai macam teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana.</li> <li>Siswa memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/pen</li> </ul>	<p><b>KRITERIA PENILAIAN:</b></p> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial penggunaan teks</li> <li>Tingkat kelengkapan dan keruntutan struktur teks deskriptif</li> <li>Tingkat ketepatan unsur kebahasaan</li> </ul>	24 JP	<ul style="list-style-type: none"> <li>Model ucapan dan tindakan guru menggunakan setiap tindakan komunikasi transaksional dan fungsional dengan benar, tepat, dan dengan sikap</li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>sesuai dengan konteks penggunaannya.</p> <p>4.12 Menangkap makna dalam teks deskriptif lisan dan tulis, sangat pendek dan sederhana.</p> <p>4.13 Menyusun teks deskriptif lisan dan tulis, sangat pendek dan sederhana, tentang orang, binatang, dan benda,</p>	<p>yang dipilih untuk dideskripsikan</p> <p>b. Penyebutan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Penyebutan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</p> <p>Panjang teks: kurang lebih 3</p>	<p>ulisan teks deskriptif</p> <ul style="list-style-type: none"> <li>Siswa belajar membaca cepat untuk mendapatkan gambaran umum dari teks (<i>skimming</i>) dan menentukan jeda pada tempatnya untuk membaca dengan bermakna</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskriptif, dalam bahasa Inggris, perbedaannya dengan yang ada</li> </ul>	<p>: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</p> <ul style="list-style-type: none"> <li>Tingkat kesesuaian format penulisan/ penyampaian</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <ul style="list-style-type: none"> <li>Melakukan monolog tentang deskripsi</li> </ul>		<p>yang sesuai.</p> <ul style="list-style-type: none"> <li>Contoh peragaan dalam bentuk rekaman CD/VCD / DVD/ka set</li> <li>Contoh interaksi tertulis</li> <li>Contoh teks tertulis</li> <li>Teks atau latihan dari buku teks Bahasa</li> </ul>



Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	<p>(tiga) kalimat.</p> <p><i>Unsur kebahasaan</i></p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (-s).</p> <p>(2) Kata ganti <i>it</i>, <i>they</i>, <i>she</i>, <i>we</i>, <i>dst</i>; <i>our</i>, <i>my</i>, <i>your</i>, <i>their</i>, <i>dst</i>.</p> <p>(3) Kata sifat yang sangat lazim, <i>young</i>, <i>old</i>, <i>clever</i>, <i>big</i>, <i>small</i>, <i>easy</i>, <i>difficult</i>, <i>diligent</i>, <i>tired</i>, <i>tall</i>, <i>short</i>,</p>	<p>dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</p> <ul style="list-style-type: none"> <li>Siswa mempertanyakan cara menemukan gagasan pokok, informasi tertentu, informasi rinci dan kesimpulan dalam teks deskriptif.</li> </ul> <p><b>Mengeksplorasi</b></p> <ul style="list-style-type: none"> <li>Siswa membaca/mendengarkan beberapa teks deskriptif dari berbagai sumber.</li> <li>Siswa membacakan teks deskriptif kepada teman dengan</li> </ul>	<p>orang, binatang dan benda di depan kelas / berpasangan</p> <p><b>Observasi:</b></p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian</p> <ul style="list-style-type: none"> <li>Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan</li> </ul>		<p>Inggris</p> <ul style="list-style-type: none"> <li>Teks dari buku non-teks</li> <li>Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailynenglish.com">www.dailynenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org">http://learnenglish.britishcouncil.org</a></li> </ul> </li> </ul>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p><i>beautiful</i>, dan semacamnya</p> <p>(4) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dan sebagainya.</p> <p>(5) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi</p> <p>(6) Ucapan, tekanan kata, intonasi, ketika mempresentasi</p>	<p>menggunakan unsur kebahasaan yang tepat</p> <ul style="list-style-type: none"> <li>Siswa berlatih menemukan gagasan utama, informasi tertentu dan makna kata dalam teks deskriptif.</li> <li>Siswa secara berkelompok menuliskan teks deskriptif tentang orang, binatang, dan benda, terkait dengan mata pelajaran lain di Kelas VII dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan</li> </ul> <p><b>Mengasosiasi</b></p>	<p>Komunikasi</p> <ul style="list-style-type: none"> <li>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif</li> <li>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</li> <li>Ketepatan dan kesesuaian menggunakan strategi dalam membaca</li> </ul>		<a href="http://g/en/">g/en/</a>

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
	<p>sikan secara lisan.</p> <p><i>Topik</i></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa, dengan memberikan keteladanan tentang perilaku disiplin, jujur, peduli, pola hidup sehat, dan ramah lingkungan.</p>	<ul style="list-style-type: none"> <li>• Secara berpasangan siswa saling menganalisis teks deskriptif yang tulis dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan.</li> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</li> </ul> <p><b>Mengomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa menuliskan deskripsi teman teman sebangkunya dan mempresentasikan di depan kelas.</li> </ul>	<p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan catatan kemajuan belajar siswa atau rekaman monolog teks deskriptif.</li> <li>• Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk</li> </ul>		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> <li>Siswa membuat jurnal belajar</li> <li>(<i>learning journal</i>)</li> </ul>	<p>dipublikasi</p> <ul style="list-style-type: none"> <li>Kumpulan hasil tes dan latihan.</li> </ul> <p><b>Penilaian Diri</b></p> <p>Jurnal belajar</p>		



**Appendix 09**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)  
Experimental Class**

Nama Sekolah : SMP N 1KATIBUNG  
 Mata Pelajaran : Bahasa Inggris  
 Kelas/Semester : VII /I  
 Keterampilan bahasa : *Integrated Skill (Speaking)*  
 Topik : *Greet, thank, take leave and apologize*  
 Alokasi Waktu : 2 X 40 Minutes

**Kompetensi Inti:**

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**Kompetensi Dasar**

- 3.1. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya.

**Indikator**

- a. menyatakan dan menyebutkan ungkapan sapaan, terimakasih, pamitan dan permintaan maaf.
- b. menanyakan perbedaan ungkapan sapaan, terimakasih, pamitan dan permintaan maaf.
- c. Menggunakan ungkapan menyatakan dan menanyakan perbedaan ungkapan saapaan, terimakasih, pamitan dan permintaan maaf dengan benar.

**Tujuan pembelajaran**

- a. menunjukkan kesungguhan dalam belajar bahasa Inggris tentang ungkapan sapaan, terimakasih, pamitan dan permintaan maaf.
- b. menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi tentang tentang ungkapan sapaan, terimakasih, pamitan dan permintaan maaf.
- c. menunjukkan perilaku disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi tentang ungkapan sapaan, terimakasih, pamitan dan permintaan maaf.
- d. mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tentang ungkapan sapaan, terimakasih, pamitan dan permintaan maaf.
- e. menyusun teks lisan dan tulis tentang ungkapan sapaan, terimakasih, pamitan dan permintaan maaf.

## Materi Pembelajaran

### 1. Pertemuan pertama (2 x 40 menit/jp)

#### Ungkapan tentang greet dan take leave

<u>formal Greetings</u>	<u>Responses</u>	<u>Meaning</u>
Good morning Good day/noon Good afternoon Good evening	Good morning Good day/noon Good afternoon Good evening	Selamat pagi Selamat Siang(jam12) Selamat Sore Selamat malam
<u>Informal Greetings</u>	<u>Responses</u>	<u>Meaning</u>
Hi Hello How are you?	Hi Hello I'm fine	Hai Halo Bagaimana kabarnya?Baik-baik saja
How is life?	Not bad, thanks	Bagaimana kabarnya?baik saja, terima kasih
How do you do? How is everything with you?	How do you do? Pretty well. Thanks	Apa kabar Bagaimana kabarnya denganmu?baik-baik ja terima kasih
How are you doing	I am very well thanks	Bagaimana kabarmu? Saya baik-baik saja terima kasih



<b><u>Formal Partings</u></b>	<b><u>Responses</u></b>	<b><u>Meaning</u></b>
Good night Nice to see you  It's nice to meet you Good bye	Good night Nice to see you, too  Nice to meet you, too Good bye	Selamat malam/tidur Senang berjumpa denganmu == Selamat tinggal
<b><u>Informal Partings</u></b>	<b><u>Responses</u></b>	<b><u>Meaning</u></b>
Bye Bye-bye See you later See you tomorrow  Good luck  Take care	Bye Bye-bye See you See you  Thank you  You too	Selamat tinggal == Sampai jumpa lagi Sampai ketemu lagi besok Semoga berhasil Terima kasih Hati-hati di jalan Kamu juga

### Metode Pembelajaran

Metode/teknik pembelajaran : Finger Puppet

### Kegiatan Pembelajaran

#### 1. pendahuluan

<b>Kegiatan Guru</b>	<b>Kegiatan siswa</b>	<b>Alokasi Waktu</b>
<ul style="list-style-type: none"> <li>membuka pembelajaran dengan salam dan berdo'a bersama.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa menjawab salam dan berdo'a bersama.</li> </ul>	10 menit

<ul style="list-style-type: none"> <li>Guru menyapa peserta didik dengan memperkenalkan diri menanyakan kabar</li> <li>Guru memberi informasi terkait kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa menjawab sapaan guru dan menanyakan kabar.</li> <li>Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.</li> </ul>	
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## 2. Kegiatan Inti

Kegiatan	Guru	Siswa	Alokasi Waktu
<b>Mengamati</b>	<ul style="list-style-type: none"> <li>Guru menyatukan persepsi siswa tentang topik hari ini yaitu: <i>greet and take leave</i>.</li> <li>Guru memberikan contoh cara mengungkapkan ungkapan sapaan dan berpamitan</li> </ul>	<ul style="list-style-type: none"> <li>Siswa memperhatikan topik yang diberikan guru.</li> <li>Siswa memperhatikan yang guru berikan. Dan menirukan apa yang</li> </ul>	70 menit

	<ul style="list-style-type: none"> <li>Guru menuliskan ungkapan sapaaan dan berpamitan di papan tulis sebagai contoh.</li> </ul>	dicontohkan.	
<b>Menanya</b>	<ul style="list-style-type: none"> <li>Guru memberi materi tentang ungkapan saapan dan berpamitan serta memberikan contoh cara melafalkanya.</li> <li>Guru meminta siswa untuk melafalkan ungkapan sapaan dan pamitan secara bersamaan.</li> <li>Guru membagi siswa menjadi berpasangan setiap pasangan memiliki kesempatan untuk melakukan percakapan sapaan dan pamitan selama 3 menit dengan</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mendengarkan materi tentang ungkapan sapaan dan berpamitan.</li> <li>Siswa secara bersamaan melafalkan ungkapan sapaan dan pamitan.</li> <li>Dengan bimbingan guru, siswa mempertanyak an perbedaan menyebutkan dan mempertanyak an apa yang belum meraka pahami tentang</li> </ul>	

	menggunakan finger puppet.	ungkapan sapaan dan pamitan dengan menggunakan finger puppet.	
<b>Eksplorasi</b>	<ul style="list-style-type: none"> <li>Setelah semua siswa paham dengan materi dan aturan yang diberikan, siswa diminta untuk maju.</li> </ul>	<ul style="list-style-type: none"> <li>Setelah siswa paham dengan intruksi guru, siswa maju dengan berpasangan.</li> <li>Siswa berdialog dengan menggunakan finger puppet.</li> </ul>	
<b>Mengasosiasi</b>	<ul style="list-style-type: none"> <li>Guru mengajak siswa membedakan ungkapan sapaan dan berpamitan.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa membedakan ungkapan sapaan dan berpamitan.</li> </ul>	
<b>Mengkomunikasikan</b>	<ul style="list-style-type: none"> <li>Guru meminta siswa menyebutkan dan menanyakan terkait ungkapan sapaan danpamitan</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mencoba mengaplikasik an dengan mengungkapkan ungkapan</li> </ul>	

		sapaan dan pamitan.	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>• Guru memberikan evaluasi terhadap pembelajaran yang telah dilakukan.</li> <li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>• Guru meminta siswa untuk berdo'a setelah pelajaran berlangsung dan menutup pelajaran dengan salam.</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa mendengarkan evaluasi yang disampaikan oleh guru.</li> <li>• Siswa berdoa dengan dipimpin ketua kelas dan menjawab salam guru.</li> </ul>	10 menit

### **Alat Bantu/Media Pembelajaran**

Alat bantu pembelajaran yang digunakan dalam pembelajaran ini adalah *finger puppet, board marker, white board*

### **Sumber Pembelajaran**

Sumber: Yuli Rulani Khatimah, Asep Gunawan, dkk. 2014, *Bahasa Inggris when English rings a bell*: BSE, hal, 84

Media: *dictionary, paper, marker*

### **3. pertemuan kedua ( 2 x 40 menit, jp)**

### materi pembelajaran about thank expression

<i>I thank you.</i>	Saya berterima kasih pada Anda.
<i>Thank you / Thanks.</i>	Terima kasih.
<i>Thank you very much/ Thank you so much.</i>	Terima kasih banyak.
<i>Thank you a lot / Thanks a lot.</i>	Terima kasih banyak.
<i>Thankyou for your kindness.</i>	Terima kasih atas kebaikan Anda.
<i>Thankyou for everything.</i>	Terima kasih atas segalanya.
<i>Thank you for your help/ Thanks for your help.</i>	Terima kasih atas bantuan Anda.
<i>Thankyou for your spare time.</i>	Terima kasih atas waktu yang Anda luangkan.
<i>Thankyou in advance.</i>	Terima kasih sebelumnya.
<i>Thank you, anyway.</i>	Bagaimanapun, terima kasih.
<i>Many thanks.</i>	Terima kasih banyak.
<i>Thanks a million for the present.</i>	Berjuta terima kasih untuk hadiahnya.
<i>I'm very grateful to you.</i>	Saya sangat berterima kasih pada Anda.

<i>You're welcome.</i>	Terima kasih kembali.
<i>You're quite welcome.</i>	Terima kasih kembali.
<i>You're most welcome.</i>	Terima kasih kembali.
<i>That's alright / That's okay / Not at all.</i>	Tidak apa-apa.
<i>No problem.</i>	Bukan masalah.
<i>Don't mention it.</i>	Terima kasih kembali.
<i>Never mind.</i>	Tidak usah dipikir.
<i>You deserve it.</i>	Anda berhak mendapatkannya.
<i>My pleasure.</i>	Dengan senang hati.
<i>Any time.</i>	Kapan saja.
<i>It was the least I could do.</i>	Hanya itu yang bisa kulakukan.
<i>Delighted I was able to help.</i>	Senang rasanya saya bisa

	membantu.
<i>It's no trouble at all.</i>	Itu bukan masalah.

### Metode Pembelajaran

Metode / teknik pembelajaran : Finger Puppet

### Kegiatan Pembelajaran

#### pendahuluan

Kegiatan Guru	Kegiatan siswa	Alokasi Waktu
<ul style="list-style-type: none"> <li>membuka pembelajaran dengan salam dan berdo'a bersama.</li> <li>Guru menyapa peserta didik dengan memperkenalkan diri menanyakan kabar</li> <li>Guru member informasi terkait kompetensi, materi, dan langkah pembelaran yang akan dilaksanakan.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa menjawab salam dan berdo'a bersama.</li> <li>Siswa menjawab sapaan guru dan menanyakan kabar.</li> <li>Siswa menerima informasi kempetensi, materi,dan langkah pembelajaran yang akan dilaksanakan.</li> </ul>	10 menit



### Kegiatan Inti

Kegiatan	Guru	Siswa	Alokasi Waktu
<b>Mengamati</b>	<ul style="list-style-type: none"> <li>Guru menyatukan persepsi siswa tentang topik hari ini yaitu: <i>about thank expression</i>.</li> <li>Guru memberikan contoh cara mengungkapkan ungkapan berterima kasih.</li> <li>Guru menuliskan ungkapan berterima kasih di papan tulis sebagai contoh.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa memperhatikan topik yang diberikan guru.</li> <li>Siswa memperhatikan yang guru berikan. Dan menirukan apa yang dicontohkan.</li> </ul>	70 menit
<b>Menanya</b>	<ul style="list-style-type: none"> <li>Guru memberi materi tentang ungkapan berterimakasih serta memberikan contoh cara melafalkanya.</li> <li>Guru meminta</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mendengarkan materi tentang ungkapan terimakasih. Siswa secara bersamaan melafalkan</li> </ul>	

	<p>siswa untuk melafalkan ungkapan terima kasih secara bersamaan.</p> <ul style="list-style-type: none"> <li>Guru membagi siswa menjadi berpasangan setiap pasangan memiliki kesempatan untuk melakukan percakapan berterima kasih selama 3 menit dengan menggunakan finger puppet.</li> </ul>	<p>ungkapan terima kasih</p> <ul style="list-style-type: none"> <li>Dengan bimbingan guru, siswa mempertanyakan perbedaan menyebutkan dan mempertanyakan apa yang belum mereka pahami tentang ungkapan terima kasih menggunakan finger puppet.</li> </ul>	
<b>Eksplorasi</b>	<ul style="list-style-type: none"> <li>Setelah semua siswa paham dengan materi dan aturan yang diberikan, siswa diminta untuk maju.</li> </ul>	<ul style="list-style-type: none"> <li>Setelah siswa paham dengan intruksi guru, siswa maju dengan berpasangan.</li> <li>Siswa berdialog dengan menggunakan finger puppet.</li> </ul>	

<b>Mengasosiasi</b>	<ul style="list-style-type: none"> <li>Guru mengajak siswa membedakan ungkapan berterima kasih</li> </ul>	<ul style="list-style-type: none"> <li>Siswa membedakan ungkapan berterima kasih.</li> </ul>	
<b>Mengkomunikasikan</b>	<ul style="list-style-type: none"> <li>Guru meminta siswa menyebutkan dan menanyakan terkait ungkapan terima kasih.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mencoba mengaplikasikan dengan mengungkapkan ungkapan terima kasih.</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>Guru memberikan evaluasi terhadap pembelajaran yang telah dilakukan.</li> <li>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>Guru meminta siswa untuk berdo'a setelah pelajaran berlangsung dan menutup pelajaran</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mendengarkan evaluasi yang disampaikan oleh guru.</li> <li>Siswa berdoa dengan dipimpin ketua kelas dan menjawab salam guru.</li> </ul>	10 menit

	dengan salam.		
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### Sumber/Media pembelajaran

1. Sumber : Yuli Rulani Khatimah, Asep Gunawan, dkk. 2014, *Bahasa Inggris when English rings a bell*: BSE, hal, 97
2. Media : *Dictionary, paper, marker.*

### 3. Pertemuan ketiga ( 2 x 40 menit/2 jp)

#### Materi pembelajaran Apologize Expression

1. *Sorry (maaf)*
2. *I am very sorry. (saya sungguh minta maaf)*
3. *I apologize for....( saya minta maaf atas)*
4. *Please excuse me. (Mohon maafkan saya)*
5. *Please accept my apology. (mohon terima maaf saya)*

Ungkapan respond:

- a) *Never mind. (tidak masalah)*
- b) *It doesn't matter. (tidak terjadi apa-apa)*
- c) *That's all right. (tidak apa-apa)*
- d) *That's ok. (baiklah)*
- e) *Please don't be worry. (tolong jangan khawatir)*

Example:

**Mother** : Stuart, have you bought me the sugar? (Stuart, sudahkah kamu membelikan ibu gula?) **Stuart** : I am sorry, Mom, I forgot.(aku minta maaf, bu, aku lupa)

**Mother** : Never mind. (Tidak apa-apa)

**Metode pembelajaran**

Metode/teknik pembelajaran : Finger Puppet

**Kegiatan Pembelajaran****pendahuluan**

Kegiatan Guru	Kegiatan siswa	Alokasi Waktu
<ul style="list-style-type: none"> <li>membuka pembelajaran dengan salam dan berdo'a bersama.</li> <li>Guru menyapa peserta didik dengan memperkenalkan diri menanyakan kabar</li> <li>Guru memberi informasi terkait kompetensi, materi, dan langkah pembelaran yang akan dilaksanakan.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa menjawab salam dan berdo'a bersama.</li> <li>Siswa menjawab sapaan guru dan menanyakan kabar.</li> <li>Siswa menerima informasi kompetensi, materi,dan langkah pembelajaran yang akan dilaksanakan.</li> </ul>	10 menit

**Kegiatan Inti**

Kegiatan	Guru	Siswa	Alokasi Waktu
<b>Mengamati</b>	<ul style="list-style-type: none"> <li>Guru menyatukan</li> </ul>	<ul style="list-style-type: none"> <li>Siswa</li> </ul>	

	<p>persepsi siswa tentang topik hari ini yaitu: <i>about respond apology</i>.</p> <ul style="list-style-type: none"> <li>• Guru memberikan contoh cara mengungkapkan ungkapan permintaan maaf.</li> <li>• Guru menuliskan ungkapan permintaan maaf di papan tulis sebagai contoh.</li> </ul>	<p>memperhatikan topik yang diberikan guru.</p> <ul style="list-style-type: none"> <li>• Siswa memperhatikan yang guru berikan. Dan menirukan apa yang dicontohkan.</li> </ul>	70 menit
<b>Menanya</b>	<ul style="list-style-type: none"> <li>• Guru memberi materi tentang ungkapan permintaan maaf serta memberikan contoh cara melafalkanya.</li> <li>• Guru meminta siswa untuk melafalkan ungkapan permintaan maaf</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa mendengarkan materi tentang ungkapan permintaan maaf.</li> <li>• Siswa secara bersamaan melafalkan ungkapan permintaan maaf.</li> </ul>	

	<p>secara bersamaan.</p> <ul style="list-style-type: none"> <li>Guru membagi siswa menjadi berpasangan setiap pasangan memiliki kesempatan untuk melakukan percakapan permintaan maaf selama 3 menit dengan menggunakan finger puppet.</li> </ul>	<ul style="list-style-type: none"> <li>Dengan bimbingan guru, siswa mempertanyakan perbedaan menyebutkan dan mempertanyakan apa yang belum mereka pahami tentang ungkapan permintaan maaf.</li> </ul>	
<b>Eksplorasi</b>	<ul style="list-style-type: none"> <li>Setelah semua siswa paham dengan materi dan aturan yang diberikan, siswa diminta untuk maju.</li> </ul>	<ul style="list-style-type: none"> <li>Setelah siswa paham dengan intruksi guru, siswa maju dengan berpasangan.</li> <li>Siswa berdialog dengan menggunakan finger puppet.</li> </ul>	
<b>Mengasosiasi</b>	<ul style="list-style-type: none"> <li>Guru mengajak siswa membedakan</li> </ul>	<ul style="list-style-type: none"> <li>Siswa membedakan ungkapan</li> </ul>	



	ungkapan permintaan maaf.	permintaan maaf.	
<b>Mengkomunikasikan</b>	<ul style="list-style-type: none"> <li>Guru meminta siswa menyebutkan dan menanyakan terkait ungkapan permintaan maaf.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mencoba mengaplikasikan dengan mengungkapkan ungkapan permintaan maaf.</li> </ul>	
<b>Penutup</b>	<ul style="list-style-type: none"> <li>Guru memberikan evaluasi terhadap pembelajaran yang telah dilakukan.</li> <li>Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>Guru meminta siswa untuk berdo'a setelah pelajaran berlangsung dan menutup pelajaran dengan salam.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mendengarkan evaluasi yang disampaikan oleh guru.</li> <li>Siswa berdoa dengan dipimpin ketua kelas dan menjawab salam guru.</li> </ul>	10 menit

### Penilaian

Instrumen berbicara :

NO	Nama siswa	Aspek				Skor	NA
		<i>Kelancaran</i>	<i>Pengucapan</i>	<i>Intonasi</i>	<i>Ketepatan</i>		
1							
2							
3							
4							
5							

Rubrik test berbicara :

NO	ASPEK	RENTANG NILAI				
1.	<i>Kelancaran</i>	1	2	3	4	5
2.	<i>Pengucapan</i>	1	2	3	4	5
3.	<i>Intonasi</i>	1	2	3	4	5
4.	<i>Ketepatan</i>	1	2	3	4	5
5.	<i>Pemahaman</i>	1	2	3	4	5

Keterangan :

Excellent	5
Very good	4
Good	3
Average	2
Poor	1

$$\text{Nilai akhir} = \frac{\sum \text{Skor perolehan}}{\text{Skor maksimal}} \times 100$$

Katibung, ....., 2017

Mengetahui,

Guru Mata pelajaran

peneliti

NURMALASARI S.Pd  
NIP.

KIKI LAFENIA IRAWAN  
NPM.1311040126

Kepala Sekolah

SUGIONO S.Pd  
NIP.



## Appendix 10

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) Control Class

Nama Sekolah : SMP N 1KATIBUNG  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : VII /I  
Keterampilan bahasa : *Integrated Skill (Speaking)*  
Topik : *Greet, thank, take leave and apologize*  
Alokasi Waktu : 2 X 40 Minutes

#### Kompetensi Inti:

- KI 1: Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3: Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4: Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

**Kompetensi Dasar**

- 3.1. Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, serta responnya, sesuai dengan konteks penggunaannya

**Indikator**

- a. menyatakan dan menyebutkan ungkapan sapaan, terimakasih, pamitan dan permintaan maaf.
- b. menanyakan perbedaan ungkapan sapaan, terimakasih, pamitan dan permintaan maaf.
- c. Menggunakan ungkapan menyatakan dan menanyakan perbedaan ungkapan saapaan, terimakasih, pamitan dan permintaan maaf dengan benar

**Tujuan pembelajaran**

- a. menunjukkan kesungguhan dalam belajar bahasa Inggris tentang ungkapan sapaan, terimakasih, pamitan dan permintaan maaf.
- b. menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi tentang tentang ungkapan sapaan, terimakasih, pamitan dan permintaan maaf.
- c. menunjukkan perilaku disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi tentang ungkapan sapaan, terimakasih, pamitan dan permintaan maaf.
- d. mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks tentang ungkapan sapaan, terimakasih, pamitan dan permintaan maaf.
- e. menyusun teks lisan dan tulis tentang ungkapan sapaan, terimakasih, pamitan dan permintaan maaf.

## Materi Pembelajaran

### 1. Pertemuan pertama (2 x 40 menit/jp)

#### Ungkapan tentang greet dan take leave

<u>formal Greetings</u>	<u>Responses</u>	<u>Meaning</u>
Good morning Good day/noon Good afternoon Good evening	Good morning Good day/noon Good afternoon Good evening	Selamat pagi Selamat Siang(jam12) Selamat Sore Selamat malam
<u>Informal Greetings</u>	<u>Responses</u>	<u>Meaning</u>
Hi Hello How are you?  How is life?  How do you do? How is everything with you?  How are you doing	Hi Hello I'm fine  Not bad, thanks  How do you do? Pretty well. Thanks  I am very well thanks	Hai Halo Bagaimana kabarnya?Baik-baik saja Bagaimana kabarnya?baik saja, terima kasih Apa kabar Bagaimana kabarnya denganmu?baik-baik ja terima kasih Bagaimana kabarmu? Saya baik-baik saja terima kasih

<b><u>Formal Partings</u></b>	<b><u>Responses</u></b>	<b><u>Meaning</u></b>
Good night Nice to see you  It's nice to meet you Good bye	Good night Nice to see you, too  Nice to meet you, too Good bye	Selamat malam/tidur Senang berjumpa denganmu == Selamat tinggal
<b><u>Informal Partings</u></b>	<b><u>Responses</u></b>	<b><u>Meaning</u></b>
Bye Bye-bye See you later See you tomorrow  Good luck  Take care	Bye Bye-bye See you See you  Thank you  You too	Selamat tinggal == Sampai jumpa lagi Sampai ketemu lagi besok Semoga berhasil Terima kasih Hati-hati di jalan Kamu juga

### Metode Pembelajaran

Metode/teknik pembelajaran : Dialog Memorization

### Kegiatan Pembelajaran

### pendahuluan

<b>Kegiatan Guru</b>	<b>Kegiatan siswa</b>	<b>Alokasi Waktu</b>
<ul style="list-style-type: none"> <li>Membuka pembelajaran dengan salam dan berdo'a bersama.</li> <li>Guru menyapa peserta didik</li> </ul>	<ul style="list-style-type: none"> <li>Siswa menjawab salam dan berdo'a bersama.</li> <li>Siswa menjawab</li> </ul>	10 menit



<p>dengan memperkenalkan diri menanyakan kabar</p> <ul style="list-style-type: none"> <li>Guru member informasi terkait kompetensi, materi, dan langkah pembelaran yang akan dilaksanakan.</li> </ul>	<p>sapaan guru dan menanyakan kabar.</p> <ul style="list-style-type: none"> <li>Siswa menerima informasi kompetensi, materi,dan langkah pembelajaran yang akan dilaksanakan.</li> </ul>	
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### Kegiatan Inti

Kegiatan	Guru	Siswa	Aloksi Waku
<b>Mengamati</b>	<ul style="list-style-type: none"> <li>Guru menyatukan persepsi siswa tentang topik hari ini yaitu: <i>greet and take leave</i>.</li> <li>Guru memberikan contoh ungkapan sapaan dan berpamitan.</li> <li>Guru menuliskan bebrapa ungkapan di papan tulis sebagai contoh.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa memperhatikan an topik yang diberikan guru.</li> <li>Siswa memperhatikan yang guru berikan.</li> </ul>	70 menit
<b>Menanya</b>	<ul style="list-style-type: none"> <li>Guru memberi materi tentang</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mendengarkn</li> </ul>	

	<p>bagaimana mengungkapkan ungkapan sapaan dan berpamitan dan cara melafalkanya.</p> <ul style="list-style-type: none"> <li>• Guru meminta siswa untuk melafalkanya secara bersamaan.</li> <li>• Guru meminta siswa untuk mengingatnya dan melafalkan ungkapan sapaan dan berpamitan.</li> <li>• Guru meminta siswa untuk memilih teman untuk berpasangan.</li> <li>• Guru memberikan contoh bagaimana melafalkan ungkapan sapaan dan berpamitan</li> </ul>	<p>materi tentang bagaimana mengungkapkan ungkapan sapaan dan berpamitan.</p> <ul style="list-style-type: none"> <li>• Siswa secara bersamaan melafalkan ungkapan sapaan dan berpamitan.</li> <li>• Siswa melakukan apa yang guru perintahkan untuk mengingat ungkapan tersebut.</li> <li>• Siswa mencari teman untuk berpasangan sesuai dengan instruksi.</li> </ul>	
<b>Mengeksplorasi</b>	<ul style="list-style-type: none"> <li>• Setelah semua siswa hafal dan faham,</li> </ul>	<ul style="list-style-type: none"> <li>• Setelah siswa paham dengan</li> </ul>	

	siswa diminta untuk mengungkapkan ungkapan sapaan dan berpamitan.	instruksi yang diberikan, siswa maju bersama pasangannya. <ul style="list-style-type: none"> <li>• Siswa berbicara di depan kelas secara berpasangan.</li> </ul>	
<b>Mengasosiasi</b>	<ul style="list-style-type: none"> <li>• Guru mengajak siswa membandingkan ungkapan sapaan dan berpamitan.</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa membandingkan ungkapan sapaan dan berpamitan.</li> </ul>	
<b>Mengkomunikasikan</b>	<ul style="list-style-type: none"> <li>• Guru meminta siswa untuk menyebutkan dan melafalkannya dengan bahasa Inggris baik didalam maupun di luar kelas.</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa mencoba mengaplikasikan untk menyebutkan dan melafalkannya.</li> </ul>	
<b>3. Penutup</b>	<ul style="list-style-type: none"> <li>• Guru memberikan evaluasi terhadap pembelajaran yang telah dilakukan.</li> <li>• Guru menyampaikan rencana</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa mendengarkan evaluasi yang disampaikan oleh guru.</li> <li>• Siswa berdoa</li> </ul>	10 menit

	<p>pembelajaran pada pertemuan berikutnya.</p> <ul style="list-style-type: none"> <li>Guru meminta siswa untuk berdo'a setelah pelajaran berlangsung dan menutup pelajaran dengan salam.</li> </ul>	<p>dengan dipimpin ketua kelas dan menjawab salam guru.</p>	
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### Alat Bantu/Media Pembelajaran

Alat bantu pembelajaran yang digunakan dalam pembelajaran ini adalah *board marker, white board*

### Sumber Pembelajaran

Sumber: Yuli Rulani Khatimah, Asep Gunawan, dkk. 2014, *Bahasa Inggris when English rings a bell*: BSE, hal, 84

Media: *dictionary, paper, marker*

## 2. pertemuan kedua ( 2 x 40 menit, jp)

### materi pembelajaran about thank expression

<i>I thank you.</i>	Saya berterima kasih pada Anda.
<i>Thank you / Thanks.</i>	Terima kasih.
<i>Thank you very much/ Thank you so much.</i>	Terima kasih banyak.
<i>Thank you a lot / Thanks a lot.</i>	Terima kasih banyak.
<i>Thank you for your kindness.</i>	Terima kasih atas kebaikan Anda.
<i>Thank you for everything.</i>	Terima kasih atas segalanya.
<i>Thank you for your help/ Thanks for your help.</i>	Terima kasih atas bantuan Anda.

<i>Thankyou for your spare time.</i>	Terima kasih atas waktu yang Anda luangkan.
<i>Thankyou in advance.</i>	Terima kasih sebelumnya.
<i>Thank you, anyway.</i>	Bagaimanapun, terima kasih.
<i>Many thanks.</i>	Terima kasih banyak.
<i>Thanks a million for the present.</i>	Berjuta terima kasih untuk hadiahnya.
<i>I'm very grateful to you.</i>	Saya sangat berterima kasih pada Anda.

<i>You're welcome.</i>	Terima kasih kembali.
<i>You're quite welcome.</i>	Terima kasih kembali.
<i>You're most welcome.</i>	Terima kasih kembali.
<i>That's alright / That's okay / Not at all.</i>	Tidak apa-apa.
<i>No problem.</i>	Bukan masalah.
<i>Don't mention it.</i>	Terima kasih kembali.
<i>Never mind.</i>	Tidak usah dipikir.
<i>You deserve it.</i>	Anda berhak mendapatkannya.
<i>My pleasure.</i>	Dengan senang hati.
<i>Any time.</i>	Kapan saja.
<i>It was the least I could do.</i>	Hanya itu yang bisa kulakukan.
<i>Delighted I was able to help.</i>	Senang rasanya saya bisa membantu.

### Metode Pembelajaran

Metode / teknik pembelajaran : Dialog Memorization

## Kegiatan Pembelajaran

### Pendahuluan

Kegiatan Guru	Kegiatan siswa	Alokasi Waktu
<ul style="list-style-type: none"> <li>membuka pembelajaran dengan salam dan berdo'a bersama.</li> <li>Guru menyapa peserta didik dengan memperkenalkan diri menanyakan kabar</li> <li>Guru memberi informasi terkait kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa menjawab salam dan berdo'a bersama.</li> <li>Siswa menjawab sapaan guru dan menanyakan kabar.</li> <li>Siswa menerima informasi kompetensi, materi, dan langkah pembelajaran yang akan dilaksanakan.</li> </ul>	10 menit

### Kegiatan Inti

Kegiatan	Guru	Siswa	Aloksi Waku
<b>Mengamati</b>	<ul style="list-style-type: none"> <li>Guru menyatukan persepsi siswa tentang topik hari ini yaitu: <i>thank</i></li> </ul>	<ul style="list-style-type: none"> <li>Siswa memperhatikan topik yang diberikan</li> </ul>	70 menit

	<p><i>expression</i></p> <ul style="list-style-type: none"> <li>• Guru memberikan contoh ungkapan terima kasih.</li> <li>• Guru menuliskan beberapa ungkapan di papan tulis sebagai contoh.</li> </ul>	<p>guru.</p> <ul style="list-style-type: none"> <li>• Siswa memperhatikan yang guru berikan.</li> </ul>	
<b>Menanya</b>	<ul style="list-style-type: none"> <li>• Guru memberi materi tentang bagaimana mengungkapkan ungkapan terima kasih dan cara melafalkanya.</li> <li>• Guru meminta siswa untuk melafalkanya secara bersamaan.</li> <li>• Guru meminta siswa untuk mengingatnya dan melafalkan ungkapan sapaan dan berpamitan.</li> <li>• Guru meminta siswa untuk memilih teman untuk</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa mendengarkan materi tentang bagaimana mengungkapkan ungkapan terima kasih.</li> <li>• Siswa secara bersamaan melafalkan ungkapan terima kasih.</li> <li>• Siswa melakukan apa yang guru perintahkan untuk mengingat</li> </ul>	



	<p>berpasangan.</p> <ul style="list-style-type: none"> <li>Guru memberikan contoh bagaimana melafalkan ungkapan terima kasih.</li> </ul>	<p>ungkapan tersebut.</p> <ul style="list-style-type: none"> <li>Siswa mencari teman untuk berpasangan sesuai dengan instruksi.</li> </ul>	
<b>Mengeksplorasi</b>	<ul style="list-style-type: none"> <li>Setelah semua siswa hafal dan faham, siswa diminta untuk mengungkapkan ungkapan terima kasih di depan kelas.</li> </ul>	<ul style="list-style-type: none"> <li>Setelah siswa paham dengan instruksi yang diberikan, siswa maju bersama pasangannya.</li> <li>Siswa berbicara di depan kelas secara berpasangan.</li> </ul>	
<b>Mengasosiasi</b>	<ul style="list-style-type: none"> <li>Guru mengajak siswa untuk kembali secara bersama-sama melafalkan ungkapan terima kasih.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa secara bersama-sama dengan guru melafalkan ungkapan tersebut.</li> </ul>	
<b>Mengkomunikasikan</b>	<ul style="list-style-type: none"> <li>Guru meminta siswa untuk menyebutkan</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mencoba</li> </ul>	

	dan melafalkanya dengan bahasa Inggris baik didalam maupun di luar kelas.	mengaplikasik an untk menyebutkan dan melafalkanya.	
<b>4. Penutup</b>	<ul style="list-style-type: none"> <li>• Guru memberikan evaluasi terhadap pembelajaran yang telah dilakukan.</li> <li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>• Guru meminta siswa untuk berdo'a setelah pelajaran berlangsung dan menutup pelajaran dengan salam.</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa mendengarkan evaluasi yang disampaikan oleh guru.</li> <li>• Siswa berdoa dengan dipimpin ketua kelas dan menjawab salam guru.</li> </ul>	10 menit

#### Sumber/Media pembelajaran

1. Sumber : Yuli Rulani Khatimah, Asep Gunawan, dkk. 2014, *Bahasa Inggris when English rings a bell*: BSE, hal, 97
2. Media : *Dictionary, paper, marker.*

### 3. Pertemuan ketiga ( 2 x 40 menit/2 jp)

#### Materi pembelajaran Apologize Expression

1. *Sorry (maaf)*
2. *I am very sorry. (saya sungguh minta maaf)*
3. *I apologize for....( saya minta maaf atas)*
4. *Please excuse me. (Mohon maafkan saya)*
5. *Please accept my apology. (mohon terima maaf saya)*

Ungkapan respond:

- a) *Never mind. (tidak masalah)*
- b) *It doesn't matter. (tidak terjadi apa-apa)*
- c) *That's all right. (tidak apa-apa)*
- d) *That's ok. (baiklah)*
- e) *Please don't be worry. (tolong jangan khawatir)*

Example:

**Mother** : Stuart, have you bought me the sugar? (Stuart, sudahkah kamu membelikan ibu gula?) **Stuart** : I am sorry, Mom, I forgot.(aku minta maaf, bu, aku lupa)

**Mother** : Never mind. (Tidak apa-apa)

#### Metode pembelajaran

Metode/teknik pembelajran : Dialog Memorization

## Kegiatan Pembelajaran

### 1. Pendahuluan

Kegiatan Guru	Kegiatan siswa	Alokasi Waktu
<ul style="list-style-type: none"> <li>membuka pembelajaran dengan salam dan berdo'a bersama.</li> <li>Guru menyapa peserta didik dengan memperkenalkan diri menanyakan kabar</li> <li>Guru member informasi terkait kompetensi, materi, dan langkah pembelaran yang akan dilaksanakan.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa menjawab salam dan berdo'a bersama.</li> <li>Siswa menjawab sapaan guru dan menanyakan kabar.</li> <li>Siswa menerima informasi kompetensi, materi,dan langkah pembelajaran yang akan dilaksanakan.</li> </ul>	10 menit

### 2. Kegiatan Inti

Kegiatan	Guru	Siswa	Aloksi Waku
Mengamati	<ul style="list-style-type: none"> <li>Guru menyatukan persepsi siswa tentang topik hari ini yaitu: <i>respond apology</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Siswa memperhatikan topik yang diberikan guru.</li> </ul>	70 menit

	<ul style="list-style-type: none"> <li>• Guru memberikan contoh ungkapan permintaan maaf.</li> <li>• Guru menuliskan beberapa ungkapan di papan tulis sebagai contoh.</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa memperhatikan yang guru berikan.</li> </ul>	
<b>Menanya</b>	<ul style="list-style-type: none"> <li>• Guru memberi materi tentang bagaimana mengungkapkan ungkapan permintaan maaf.</li> <li>• Guru meminta siswa untuk melafalkannya secara bersamaan.</li> <li>• Guru meminta siswa untuk mengingatnya dan melafalkan ungkapan permintaan maaf.</li> <li>• Guru meminta siswa untuk memilih teman untuk berpasangan.</li> <li>• Guru memberikan</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa mendengarkan materi tentang bagaimana mengungkapkan ungkapan permintaan maaf.</li> <li>• Siswa secara bersamaan melafalkan ungkapan permintaan maaf.</li> <li>• Siswa melakukan apa yang guru perintahkan untuk</li> </ul>	

	<p>contoh bagaimana melafalkan ungkapan permintaan maaf.</p>	<p>mengingat ungkapan tersebut.</p> <ul style="list-style-type: none"> <li>• Siswa mencari teman untuk berpasangan sesuai dengan instruksi.</li> </ul>	
<b>Mengeksplorasi</b>	<ul style="list-style-type: none"> <li>• Setelah semua siswa hafal dan faham, siswa diminta untuk mengungkapkan ungkapan permintaan maaf di depan kelas.</li> </ul>	<ul style="list-style-type: none"> <li>• Setelah siswa paham dengan instruksi yang diberikan, siswa maju bersama pasangannya.</li> <li>• Siswa berbicara di depan kelas secara berpasangan.</li> </ul>	
<b>Mengasosiasi</b>	<ul style="list-style-type: none"> <li>• Guru mengajak siswa untuk kembali secara bersama-sama melafalkan ungkapan permintaan maaf.</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa secara bersama-sama dengan guru melafalkan ungkapan tersebut.</li> </ul>	
<b>Mengkomuni</b>	<ul style="list-style-type: none"> <li>• Guru meminta siswa</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa</li> </ul>	

<b>kasikan</b>	untuk menyebutkan dan melafalkanya dengan bahasa Inggris baik didalam maupun di luar kelas.	mencoba mengaplikasik an untk menyebutkan dan melafalkanya.	
<b>5. Penutup</b>	<ul style="list-style-type: none"> <li>• Guru memberikan evaluasi terhadap pembelajaran yang telah dilakukan.</li> <li>• Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya.</li> <li>• Guru meminta siswa untuk berdo'a setelah pelajaran berlangsung dan menutup pelajaran dengan salam.</li> </ul>	<ul style="list-style-type: none"> <li>• Siswa mendengarkn evaluasi yang disampaikan oleh guru.</li> <li>• Siswa berdoa dengan dipimpin ketua kelas dan menjawab salam guru.</li> </ul>	10 menit



### Penilaian

Instrumen berbicara :

NO	Nama siswa	Aspek				Skor	NA
		<i>Kelancaran</i>	<i>Pengucapan</i>	<i>Intonasi</i>	<i>Ketepatan</i>		
1							
2							
3							
4							
5							

Rubrik test berbicara :

NO	ASPEK	RENTANG NILAI				
1.	<i>Kelancaran</i>	1	2	3	4	5
2.	<i>Pengucapan</i>	1	2	3	4	5
3.	<i>Intonasi</i>	1	2	3	4	5
4.	<i>Ketepatan</i>	1	2	3	4	5
5.	<i>Pemahaman</i>	1	2	3	4	5

Keterangan :

Excellent	5
Very good	4
Good	3
Average	2
Poor	1

Nilai akhir=

$\Sigma$  Skor perolehan

Skor maksimal

X 100

Katibung, .... April, 2017

Mengetahui,  
Guru Mata pelajaran

peneliti

NURMALASARI S.Pd  
NIP.

KIKI LAFENIA IRAWAN  
NPM.1311040126

Kepala Sekolah

SUGIONO S.Pd  
NIP.



## APPENDIX 13

**The Result Normality Test of the Experimental Class and Control Class**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
gainprepostcon	,138	32	,126	,977	32	,704
gainprepostex	,121	32	,200 <sup>*</sup>	,932	32	,045



**APPENDIX 14****The Result Homogeneity Test**

Levene Statistic	df1	df2	Sig.
5,704	10	17	,001
5,704	10	17	,001



## APPENDIX 15

## The Result of Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
								95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	2,283	,136	-4,857	62	,000	-6,875	1,415	-9,704	-4,046
Equal variances not assumed			-4,857	59,808	,000	-6,875	1,415	-9,707	-4,043



**APPENDIX 16****THE RESULT OF RELIABILITY**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,657	,653	10

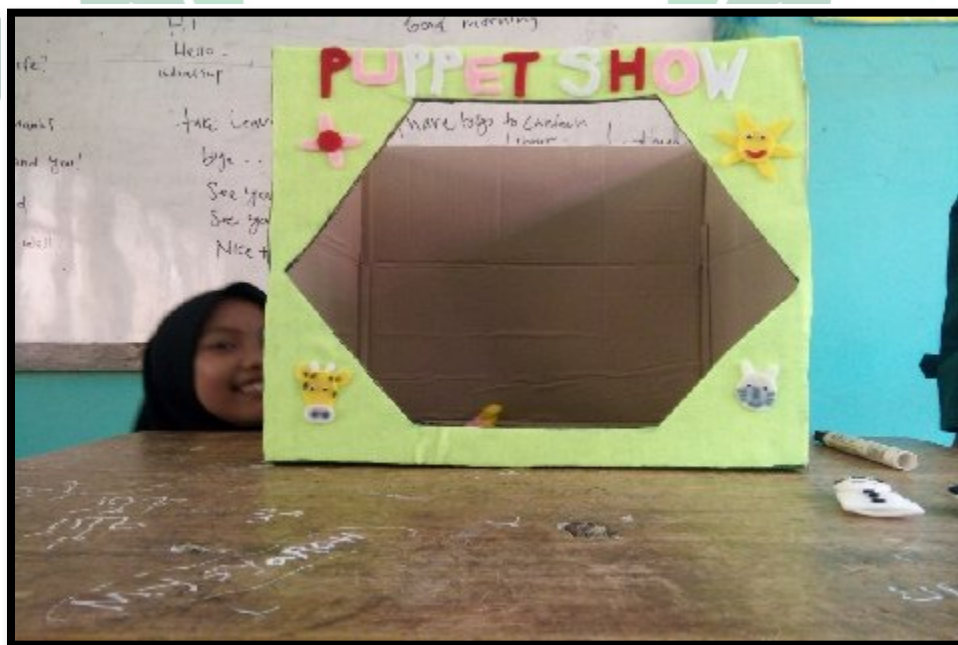


**APPENDIX 17****PHOTO OF TAKING THE DATA**

**Students' activity in experimental class**







**Students' activity in control class**



## Appendix 18

### Result of the Pre-test in the Experimental Class

Statistics		
	Valid	32
	Missing	0
Mean		65,06
Std. Error of Mean		. 1.823
Median		66.00
Std. Deviation		10.311
Variance		106.319
Skewness		-.025
Std. Error of Skewness		.414
Kurtosis		-1.053
Std. Error of Kurtosis		.809
Range		32
Minimum		48
Maximum		80
Sum		2082

## Appendix 19

### Result of the Pre-test in the Control Class

Statistics		
	Valid	32
	Missing	0
Mean		61.56
Std. Error of Mean		1.405
Median		60.00
Std. Deviation		7.947
Variance		63.157
Skewness		.334
Std. Error of Skewness		.414
Kurtosis		-.832
Std. Error of Kurtosis		.809
Range		30
Minimum		50
Maximum		80
Sum		1970

## Appendix 20

### Result of the Post-test in the Experimental Class

Statistics		
	Valid	32
	Missing	0
Mean		76.50
Std. Error of Mean		1.092
Median		76.00
Std. Deviation		6.180
Variance		38.194
Skewness		.240
Std. Error of Skewness		.414
Kurtosis		-.487
Std. Error of Kurtosis		.809
Range		24
Minimum		66
Maximum		90
Sum		2448

## Appendix 21

### Result of the Post-test in the Control Class

Statistics		
	Valid	32
	Missing	0
Mean		69.33
Std. Error of Mean		.900
Median		70.00
Std. Deviation		5.091
Variance		25,919
Skewness		-.377
Std. Error of Skewness		.414
Kurtosis		-.3.400
Std. Error of Kurtosis		.809
Range		30
Minimum		54
Maximum		84
Sum		2228